



ACCOUNTABILITY REPORT

March 2006

A report by the Board of Regents of
the University System of Georgia
to Governor Sonny Perdue
and the Georgia General Assembly
relating progress to date
on Special Funding Initiatives
and other key projects
funded through state appropriations.

"Creating A More Educated Georgia"

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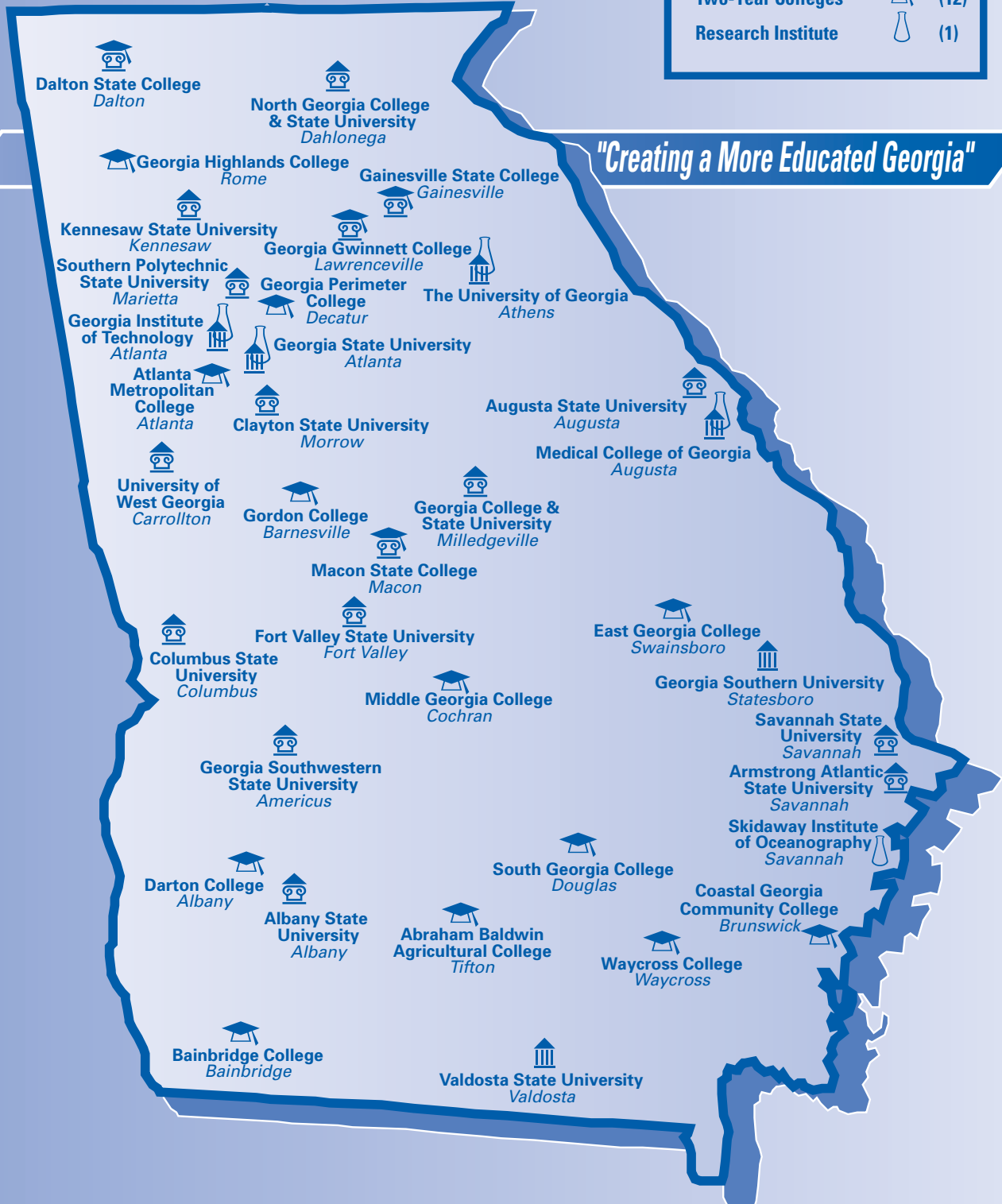


The University System of Georgia

KEY

Research Universities		(4)
Regional Universities		(2)
State Universities		(13)
State Colleges		(4)
Two-Year Colleges		(12)
Research Institute		(1)

"Creating a More Educated Georgia"



INTRODUCTION

The University System of Georgia Special Funding Initiatives: Proven programs that benefit Georgia

One of the challenges facing higher education is to create a system that is responsive to fast-developing local and statewide needs. Such a system also needs to be flexible, cost-effective and efficient. And, ultimately, it must be accountable for its progress and results to the citizens of the state and its funding partners for the investment that has been made.

In Georgia, this is a challenge that has been met through a strong partnership among the Board of Regents, the Governor's office and the General Assembly. This partnership created a mechanism by which the regents could identify key and unique areas of state need and propose initiatives to address those needs through special funding opportunities.

Over the years, the regents have proposed, the governor has recommended and the General Assembly has funded a number of special funding initiatives that have addressed a wide range of needs and opportunities. Whether teacher preparation, strengthening graduate programs, promoting economic development, improving medical research, upgrading technology, or developing campus master plans, the special funding initiatives model has proven itself time and again as a responsive and efficient model by which the University System can contribute more effectively to an educated Georgia, a safe Georgia, a healthy Georgian and a growing Georgia.

Over the years, a number of these initiatives have accomplished the objectives set forth for them. Others continue to meet still current needs. And new initiatives have been developed in response to new needs. But in every case, the Board of Regents has worked from a principle that full accountability is a key part of the process. Therefore, each year the regents produce an Accountability Report that outlines the goals of each initiative, the dollars appropriated for that initiative and the progress made during the previous fiscal year toward reaching those goals.

This year's Accountability Report continues that important process and covers all existing special funding initiatives through the end of Fiscal Year 2005. As always, the Board of Regents and the Chancellor are deeply appreciative of the Governor and General Assembly's support of this proven mechanism to benefit the state and its citizens.



SPECIAL FUNDING INITIATIVES

ACCOUNTABILITY PLUS

Appropriated: \$1,000,000 (FY02); \$800,000 (FY03); \$752,000 (FY04); \$659,880 (FY05); \$640,084 (FY06)

The goals of this initiative are:

- ◆ To assure the establishment of a comprehensive accountability reporting system, in cooperation with the Governor's Office of Student Achievement, which monitors the effective and efficient delivery of university and college programs in accordance with benchmarking criteria;
- ◆ To assure the establishment of an accountability reporting system that facilitates access for critical decision-makers to University System management information.

Coordinator: **Dr.. Daniel S. Papp**, Senior Vice Chancellor for Academics and Fiscal Affairs: email address – Dan.Papp@usg.edu

Initiative Update:

The Accountability Plus project was initially funded in FY02 to develop a data warehouse to assure the existence and availability of accurate data about University System of Georgia. This initiative also creates an accountability reporting system that will allow users to monitor the effective and efficient delivery of university and college programs by the USG.

Progress has been made in developing the data warehouse over the last year. Currently, information from both PeopleSoft Financial Systems and PeopleSoft human resource functions are available in the warehouse. In the 2005 calendar year the Board of Regents Agenda was produced out of the human resource Data Mart for faculty approvals. Another significant accomplishment this year was producing a USG State Intranet Directory for the Georgia Technology Authority.

The Academic Data Mart that collects student, course, and room usage information from the Banner student system is on schedule to be delivered in Summer 2006. This will be the platform that provides "benchmark" data on current status and enables the assessment the effectiveness of programs initiated to improve statistics. This will also allows resources to be focused on enterprise reporting, rather than being split between the legacy data collection systems and the Academic Data Mart. The focus has been on creating business areas (groupings of data) to aid in the Retention, Progression, and Graduation (RPG) initiative

The Educator Preparation Data Mart supports teacher preparation and/or other professional programs utilizing data submitted from the Department of Education (DOE), the Professional Standards Commission (PSC), and USG institutions that certify teachers. Additional data marts are being developed to satisfy additional reporting needs and an effort utilizing On-Line Analytical Processing (OLAP) has been initiated which will enhance the existing Discoverer reporting capabilities currently available.

In addition, the "USG by the Numbers," web site was redesigned to ensure that extensive data and information about all aspects of the University Systems' operation is obtainable and easy to navigate.

Future objectives include:

- ◆ Re-developing the Financial Data Mart to collect transaction detail along with purchasing data elements;
- ◆ Enhance the human resource Data Mart to produce additional benefits data to satisfy aggregate reporting when making decisions on evaluating benefit programs;
- ◆ Enhance the Academic Data Mart to collect additional student data to aid in the graduation and retention requirements;
- ◆ Begin the design of a Facilities Data Mart to ensure more information about USG real estate and buildings is available in aggregate;
- ◆ Continue to improve the user interface to be more attractive and intuitive in order to better market USG; institutions and the System overall and encourage use, optimizing return on the state's investment; and
- ◆ Improve the end user reporting layer to promote self-service.

GALILEO – GEORGIA LIBRARY LEARNING ONLINE

Appropriated: (FY95, FY96) \$9,922,00; (FY97) \$3,822,00; (FY98) \$5,822,00 (Includes \$2,000,000 for GALILEO Interconnected Libraries); (FY99) \$5,530,000 (includes \$1,500,000 for GALILEO Interconnected Libraries); (FY00) \$9,290,136 (includes \$5,000,000 for GALILEO Interconnected Libraries); (FY01) \$3,701,949; (FY02) \$3,204,491 (includes \$906,550 for DOE); (FY03) \$3,149,727 (includes \$900,269 for DOE); (FY04) \$3,410,006 (includes \$852,157 for DOE); (FY05) \$3,986,849 (includes \$1,500,000 for DOE); (FY06) \$4,013,849 (includes \$1,455,000 for DOE)

The goals of this initiative are:

- ◆ To ensure universal access to a core level of materials and information services for every student and faculty member in the University System of Georgia-regardless of geographic location, size of institution, or mode of instructional delivery: traditional residential, off-campus, or distance learning;
- ◆ To improve information services and support through increased resource sharing among University System libraries, thus providing a greater return on investment;
- ◆ To provide the necessary information infrastructure so that all students in rural or metropolitan settings in the University System can be better prepared to function in an information society;
- ◆ To enhance the quality of teaching, research, and service by providing worldwide information resources to all faculty;
- ◆ To extend this resource sharing opportunity to other Georgia library communities so that all Georgia citizens have universal access to a core level of materials and information resources; and
- ◆ To establish an information infrastructure which will place the University System in the forefront of information technology.

Coordinator: Merryll S. Penson, Executive Director for Library Services, Office of Instructional and Information Technology: email address – merryll.penson@usg.edu

Initiative Update:

On September 21, 2005, GALILEO – Georgia's Virtual Library – celebrated its 10th birthday. GALILEO provides electronic resources to students and faculty in the University System of Georgia, as well as to Georgia residents through a partnership with the Department of Technical and Adult Education (DTAE), the Department of Education (DOE), Georgia Public Library Services, Georgia's public libraries, Atlanta Metropolitan Private Academic Libraries, and Georgia Private Academic Libraries.

GALILEO is available not only in the libraries throughout the state, but home access is available as well. A password, easily obtained from the public or school library, is required for secured access databases. This collaborative approach is cost effective and provides access at less cost than would be provided were libraries to purchase these resources individually. Core databases include: Academic Search Premier, Business Source Premier, Searchasaurus, Britannica Online, College Source Online, Informe. Additional commercial databases are acquired based on specific community. Examples include: Kids InfoBits (K-12); Cambridge Scientific Abstracts (USG) Career and Technical Education (DTAE); Ancestry Plus (public libraries).

No password is required to access the many Georgia resources available in the Digital Library of Georgia. The Digital Library of Georgia (DLG), a GALILEO initiative based at the University of Georgia Libraries that collaborates with Georgia's Libraries, archives, museums, and other institutions of education and culture to provide access to key information resources on Georgia history, culture, and life. This primary mission is accomplished through the ongoing development, maintenance, and preservation of digital collections and online digital library resources.

Following an extended design and development effort, the newly redesigned DLG web site went into production on April 5, 2005. With a single search, visitors can locate items from across 60 different collections from over 40 libraries, archives, museums and 80 agencies of state government. More than 28,000 historical photographs, 500,000 e text pages, 2,600 art works are available. This includes the popular New Georgia

Encyclopedia, named by *Library Journal*, as of the “best web reference sources for 2004,” for which GALILEO provides technical support. It also includes the Georgia Government Publications database with over 23,000 publications and winner of the American Association of Law Libraries “2003 Public Access to Government Information Award,” and the Vanishing Georgia photograph collection.

By clicking on an online map, users can locate historical images, aerial photography, encyclopedia articles, and other resources on each of Georgia’s 159 counties. A clickable timeline allows browsing by historical periods. Visitors may select collections based on material types, such as letters or diaries, or they may view all of the collections from a particular institution. The Digital Library of Georgia site also categorizes its collections by topics, such as “The Arts,” “Government and Politics,” and “Peoples and Cultures.”

Georgia HomePlace, was honored in October by the Georgia Historical Records Advisory Board for its contributions to providing access to Georgia’s records through the DLG. HomePlace collections added during FY05 included “Thar’s Gold in Them Thar Hills,” noted as a “fine digital archive” in the Internet Scout Report, from Lumpkin County, Jenkins Civil War Diary (Troup County), and Jim Alexander Photograph Collection (Atlanta-Fulton County). Current digitization projects include the Brunswick WW2 “Liberty” ship building images, materials from Macon’s Douglass Theatre, historic postcards from Augusta, and the Sanborn Fire Insurance maps.

Use of GALILEO continues to grow and user satisfaction remains high. However, the Annual User Survey, conducted in November 2004, indicated that users expect more and more resources to be online and they expect “Google-like” searching.

During FY05, GALILEO staff provided training opportunities at libraries throughout the state and at educational conferences. GALILEO staff facilitated a pilot for linking technology for the four largest GALILEO libraries and two smaller libraries to serve as model for extending this new technology to the entire GALILEO community. This technology allows users to more seamlessly discover additional content leveraging the existing investment in electronic and print resources.

GALILEO Usage Statistics*

GALILEO recorded total FY2005 usage statistics of 11,131,015 logins to databases, 16,331,288 searches, and 10,654,568 full-text articles displayed. On January 25, 2005, GALILEO recorded 491 simultaneous users.

- ◆ **USG:** 4,675,365 logins to databases; 9,055,599 searches; and 5,003,928 full-text articles
- ◆ **K12:** 1,952,103 logins to databases; 1,542,925 searches; and 1,273,354 full-text articles
- ◆ **DTAE:** 419,125 logins to databases; 627,360 searches; and 341,757 full-text articles
- ◆ **Public Libraries:** 1,149,109 logins to databases; 1,048,359 searches; and 434,137 full-text articles
- ◆ **Private Academic Colleges and Universities:** 1,139,693 logins to databases; 2,843,564 searches; and 1,632,991 full-text articles
- ◆ **General Public (Digital Library of Georgia and New Georgia Encyclopedia):** 1,739,360 logins to databases; 1,201,881 searches; and 1,959,524 full-text articles

*Data based on what vendors have currently supplied.

GEORGIA COLLEGE & STATE UNIVERSITY MISSION

Appropriated: \$1,500,000 (FY03); \$1,410,000 (FY04); \$1,237,275 (FY05); \$1,237,275 (FY06)

The Goals of This Initiative Are:

- ◆ To enable Georgia College & State University (GC&SU) to achieve its mission as Georgia's designated public liberal arts university, consistent with similar institutions nationally; and
- ◆ To reduce the student/faculty ratio to the average of the Council on Public Liberal Arts Colleges (COPLAC) institutions, by hiring additional faculty, which will make GC&SU comparable to other public liberal arts universities in the country.

Coordinator: Dr. Dorothy Leland, president, Georgia College & State University: email address – dorothy.leland@gcsu.edu

Initiative Update:

In FY02, Georgia College received \$1.5 million through SFI as Phase I of a planned \$3 million allocation to support its mission transformation. This funding was used primarily to reduce the faculty/student ratio from 1:25 to 1:15, which is the average ratio of COPLAC institutions. As a result, Georgia College has been able to create the student-focused, highly interactive classroom learning environments that characterize public liberal arts institutions. Additionally, Phase I SFI dollars supported enrollment growth in liberal arts disciplines through the addition of new degree and certificate programs and faculty. Finally, Phase I SFI dollars allowed the University to initiate undergraduate research, service learning, and leadership programs for students.

Using SFI funding allocated from FY02, Georgia College & State University conducted national searches and hired a total of 22 additional faculty for FY04 to support its liberal arts mission. Sixteen of the 22 faculty were hired into departments in the School of Liberal Arts and Sciences to support the core curriculum, two faculty were hired in the School of Business to help support core courses in economics, three faculty were hired in the School of Education to help prepare more teachers, and one faculty member was hired in the School of Health Sciences to support the Outdoor Education Program.

The original funding covered salary, fringe benefits, and the necessary operating funds to support the additional faculty. Funding for computer and office equipment, faculty development, and supplies were included in the operating portion of the funding.

As a result of these hires – and additional hires made during the last two years – the University has been able to reduce the student-faculty ratio to 15:1, increase the number of core courses offered to keep undergraduate students on track for a four-year graduation program, and reduce class size to facilitate more direct interaction between faculty and students, one of the central tenets of the University's liberal arts mission.

However, as seen in last year's report, the popularity of the University and the emphasis on smaller class sizes has led to an unexpected increase in student enrollment. The fall 2003 freshman class was the largest in the University's history (1,013 new students). In order to maintain the quality that has become the signature as the state's public liberal arts institution, new student enrollment for fall 2004 was limited to 917 freshmen.

The dramatic shift from a part-time commuter campus to a full-time residential campus has created an urgent need for expanded hours and staffing in areas such as library services, instructional technology and computing, public safety, counseling services, student advising, and student extra-curricular activities. Additionally, to fulfill the educational purposes of its freshman residency requirement, Georgia College must expand its residential college program to enable all of its incoming freshmen to participate in a robust living-learning community that integrates the academic and social life of member students. The institution must fully implement several initiatives that are hallmarks of exemplary public liberal arts universities such as increased opportunities for joint faculty/student research projects and faculty direction of student scholarship, the integration of service-learning and internship opportunities into the major, and the enhancement of academic program clusters and themes that will focus the University's reputation for academic distinction.

GEORGIA TECH REGIONAL ENGINEERING PROGRAM (GTREP)

Appropriated: \$2,000,000 (FY00), \$2,000,000, (FY01), \$3,000,000 (FY02), \$2,775,000 (FY03); \$2,608,500 (FY04); \$2,288,958 (FY05): \$2,288,956 (FY06—in resident instruction)

The goals of this initiative are:

- ◆ To produce more engineering graduates to meet Georgia's need for well-qualified engineers over the next decade, especially in the areas of computer and electrical engineering;
- ◆ To enhance access to engineering education in areas of the state with cyclical shortages in key engineering fields; and
- ◆ To increase the number of engineers with graduate degrees by offering innovative distance learning programs to professionals currently in the work force.

Coordinator: **Dr. Daniel S. Papp**, senior vice chancellor for Academics and Fiscal Affairs: email address – Dan.Papp@usg.edu

Initiative Update:

The Georgia Tech Regional Engineering Program (GTREP) continues to accomplish important milestones as it completes its sixth year of operation. This unique academic partnership that is led by **Georgia Tech**, includes **Armstrong Atlantic State University**, **Georgia Southern University**, and **Savannah State University**.

The GTREP undergraduate Computer, Civil, Electrical and Mechanical Engineering degree programs are continuing to grow. In Fall 2004, approximately 500 freshmen and sophomores at the partner institutions as well as about 150 juniors and seniors enrolled as Georgia Tech students took GTREP engineering curricula courses. GTREP graduated approximately 70 students between December 2004 and August 2005 with B.S. degrees in Computer, Civil, Electrical and Mechanical Engineering bringing the total number of graduates to about 125. Notably, the first three graduates of the Mechanical Engineering program received their BS degrees at the May 2005 graduation ceremony. Of the approximately 125 graduates, about 50 percent graduated with an Honors designation or higher and about 35 percent of the graduates have taken the Fundamentals of Engineering exam with a 95 percent success rate. Additional elective courses continue to be added to the undergraduate programs. Forty undergraduate engineering courses were taught in Spring 2005. Master degree instruction in Electrical & Computer Engineering, Mechanical Engineering, and Civil & Environmental Engineering began in January 2001 using on-line and traditional instructional methods. Fourteen graduate courses were taught in Spring 2005.

GTREP has hired 21 faculty members, 10 in Electrical/Computer Engineering, 7 in Civil Engineering and 4 in Mechanical Engineering. Included in these totals are 3 senior faculty members who, in addition to their personal research and teaching activities, are providing important academic leadership. About twenty additional Atlanta-based faculty members participate in undergraduate instruction using distributed educational technologies. The Savannah based professors have secured more than \$3 million in externally funded research, and a significant number of proposals are pending. Expanding applied research activities in conjunction with local industry and other in-region academic institutions to enhance existing industry and to attract new industry to southeast Georgia remains central to GTREP objectives. GTREP also stresses interaction with the Business and Education Technology Alliance and Savannah Economic Development Authority to attract companies to Southeast Georgia through incubator and other initiatives.

In August 2003, GTREP moved into permanent facilities at the Technology and Engineering Campus (TEC) in Savannah on land gifted by the Savannah Economic Development Authority (SEDA). The hub facility has faculty and staff offices, instructional and research labs, and videoconferencing and graduate instruction space. It also houses the Advanced Technology Development Center of Savannah and the Southeast regional office of the Georgia Tech Economic Development Institute. Among the companies located at the TEC campus now are Storm Shelter and Color Maria (both ATDC companies). New research collaborations are being established with GTREP faculty members. The headquarters of the Maritime Logistics Innovation Center, which is one of the State funded Innovation Centers, is also located on the campus.

INVESTING IN EXCELLENCE IN HISTORICALLY BLACK COLLEGES & UNIVERSITIES

Appropriated: \$2,640,000 (FY01); \$2,602,500 (FY02); \$2,602,500 (FY03); \$2,446,350 (FY04); \$2,146,672 (FY05); \$2,082,272 (FY06)

The goals of this initiative are:

- ◆ To enhance the ability of the state's three Historically Black Universities to develop, attract, enroll and retain diverse students through the creation of new or the strengthening of existing high quality academic programs at the graduate level, the improvement of institutional infrastructure and the implementation of programs targeted to student access and success; and
- ◆ To match federal funds provided to Fort Valley State University in its role as a designated 1890 land grant institution and to strengthen the university's agricultural research and extension programs.

Initiative Update:

ALBANY STATE UNIVERSITY

Amount Allocated: \$402,114

Purpose:

The primary focus of Albany State University's use of HBCU Special Initiative Funds is the development of the University's Image Enhancement Communications Network. The Image Enhancement Communication Network includes the use of radio and television publicity, in-house television and radio stations, and targeted degree offerings.

Goals:

- ◆ To create a mass communications program.
- ◆ To strengthen the communication network infrastructure by utilizing in-house television broadcasting and developing a radio station.

Results and Performance Measures:

Mass Communications (MACO) (Electronic and Print Media) Accomplishments:

- ◆ The anticipated incoming freshman enrollment for the Fall 2005 Semester is 28.
- ◆ The total number of students expected for the Fall 2005 Semester is 185.
- ◆ Print journalism students comprise 10 to 25 percent of the 185-student pool.
- ◆ A majority of MACO students, between 75 to 90 percent, are enrolled in the electronic media (radio and television) concentration.
- ◆ The first student to complete Mass Communications Program requirements graduated in May 2005 (electronic media concentration).
- ◆ A print journalism student was awarded a Georgia Collegiate Press Association Scholarship for the 2005-2006 academic year.
- ◆ Three MACO students worked as summer interns in media related assignments or served as volunteers at newspapers, public relations and broadcast firms.
- ◆ MACO students are playing key roles as editors, reporters, producers and announcers on campus (newspaper and broadcast).
- ◆ Several students were trained in the Channel 19 studio and in the WASU radio facility. Three were able to utilize the training acquired to obtain part-time employment in the television production field.
- ◆ A third faculty member has been added to the MACO faculty. The faculty member will teach courses in both print journalism and electronic media.

- ◆ Channel 19 and WASU received Communicator Awards of Distinction in 2004. This is an international competition honoring audio productions, radio commercials, programs and news programs.
- ◆ A MACO faculty member was the 2005 First Place winner of the King Foundation Best of the Festival Award in the Broadcast Education Association Faculty Scriptwriting Competition during the Festival of Media Arts, April 2005 in Las Vegas. The faculty member created a three-minute stereo/ audio program that was played at the festival.
- ◆ A MACO faculty member attended the Broadcast Education Association meeting in April (2005) and the National Association of Television Executives (NATPE) Convention in January (2005).
- ◆ Technical workshops were created for MACO staff and students at the institution.
- ◆ An online media internship database of local, regional and national organizations was developed for students.
- ◆ The MACO Program is an active participant in the Black College Communication Association (BCCA). One benefit derived from this relationship is that the University is recognized as a mass communication degree awarding institution.
- ◆ Additional space of over 1000 square feet was made available to the MACO Program.

Strengthening Communication Network Infrastructure Accomplishments:

Campus Television Station – The University's broadcasting division, Cable Channel 19, is growing in stature and popularity. Broadcast of academic classes continues to be the major production feature; however, many of ASU's special events account for more than a fourth of the programming during the daily 12 hours allocated. Public service announcements and other image pieces are also regular features. ASU-TV broadcasts have been rearranged to accommodate a set for the taping of the University's first talk show format piece, Access ASU. This new program, with its description, is listed below.

ASU ACCESS – This informative and well-received show made its debut in May 2005 and is hosted by an ASU Mass Communication student. Each show highlights accomplishments and provides a summary of significant programs/events that have and will soon occur in the college/department of the guest featured. This show is a half-hour long and airs once weekly.

WASU 92.8 Campus Radio Station – The University's first radio station was aired in August 2003 as the only

fully digital radio station in southwest Georgia. The station has been on the air 24 hours a day since that time. Initial programming included loading in hundreds of songs and writing and recording the first station identifiers (ID's, liners, drops). The station is fully automated, but through effective programming it is not discernible from a live format. The staff consists of a careful mix of highly experienced individuals who work in both TV and radio. There is one 19-hour program manager, a full-time producer/director for radio and TV, and two full-time technicians who work for both Channel 19 and WASU.

FORT VALLEY STATE UNIVERSITY

Amount Allocated: \$76,000 (plus \$1,202,044 for land grant mission)

Program Narratives: Increasing Minority Admission and Enrollment in the Health Professions

The Pipeline Pre-Health Science Collaborative Program between Fort Valley State University (FVSU) and the **Medical College of Georgia (MCG)** continued to meet its goal of increasing the number of students entering into health professional schools. The program targets three groups of students: middle school, high school and college students. Since its inception in 1995-96, approximately 293 middle, 812 high school and more than 1,300 college students have participated in one or more phases of the program.

Middle School Activities:

Middle grade activities included mentoring, demonstrations, and directing hands-on science discovery exercises in selected sixth, seventh, and eighth grade classes at Fort Valley Middle School by college professors and college students in the program. Middle grade students made two visits to the Medical College of Georgia during 2004-05. Students visited the School of Dentistry in February 2005 and the Department of Respiratory Therapy in April 2004 where they were introduced to opportunities as well as requirements for admission into these programs.

High School Component:

Major high school activities for 2004-05 included a 12-week Independent SAT study program and a three week Summer Enrichment Program during summer 2005.

Independent Study Program - High School:

During this three-month program each student, assisted or monitored by the parent, completed a series of verbal, vocabulary and mathematics exercises and mailed results back to FVSU staff wherein

corrections were made and subsequently mailed back to the student each week. The major outcome of the program was the reinforcement and awareness of the student and parent to preparation and test taking skills. Students who participated in both the Independent Study and summer programs during the period of 1996 – 2005 increased their scores on an average of 19.57 percent. The average score achieved was 987.

Three-Week Summer High School Program:

Twenty-four high school juniors and seniors spent three weeks on campus (June 5-24, 2005) wherein they interacted with college instructors and received instruction in science (biology, chemistry, physics), reading, writing, mathematics, communication skills and in-depth SAT skills and drills. Enhancement activities included field trips to MCG and the National Science Center in Augusta; the George Washington Carver Museum and School of Veterinary Medicine at Tuskegee, Alabama; the Center for Disease Control and Prevention; the Morehouse College School of Medicine in Atlanta; and the Mercer University School of Medicine, Macon. Evening sessions featured interactive discussions with college admissions officers and area health professionals on their specific professions (e.g., pharmacy, medicine, dentistry, occupational therapy, orthopedic surgery, physical therapy, obstetrics and gynecology, physician's assistant, and forensic science). Thirteen such professionals volunteered their services to the program. An awards luncheon was held at the conclusion of the program.

College Activities:

Monthly seminars were held on campus of FVSU presented by health professional students and faculty or staff members from different departments of the five schools of MCG. Forty health professional students and seven faculty/staff MCG persons participated during 2004-2005. The average monthly attendance by college students was 43. Examples of topics discussed were: "Preparing for Standardized Exams;" "Selecting a Health Professional School," "Making a Good Impression in an Interview," "Transition from Undergraduate to Professional Study," "The Application Process," etc. A major emphasis of the college program was placed on standardized test preparation.

Other college activities included shadowing of health professionals, volunteer and paid internships at pharmacies, rehabilitation centers and clinics, visitations to health professional and graduate institutions, participation in research apprenticeships, participation in two health career fairs (Morehouse College School of Medicine and the Medical College of Georgia, and

attendance at regional and national meetings in New Orleans, San Francisco, and Richmond, Virginia). FVSU students at each such meeting presented research papers or posters. Of note is that 41 students attended the Richmond meeting where four students received awards for outstanding presentations.

Major Accomplishments:

- ◆ An increase in the enrollment of biology majors from 1995-96 – 2004-05 (159-251, respectively).
- ◆ Seventeen former FVSU students completed health professional/graduate programs during 2004-05. A total of 113 students have completed such programs since the inception of the pipeline program in 1995.
- ◆ Twelve students have been admitted for professional school study for 2005-2006.
- ◆ An increase in the number of students enrolled in health professional and graduate schools is evidenced (33 in 1994-95 versus 62 in 2004-05). Sixty-four students will be enrolled in programs at graduate or health-related programs during 2005-2006 at 26 different institutions.
- ◆ Thirty-two students participated in summer research or enrichment programs during summer 2004; 32 during summer 2005.

SAVANNAH STATE UNIVERSITY

Amount Allocated: \$402,114

Overview:

The Special Funding Initiative has allowed Savannah State University to reposition itself in several critical areas. A total of \$402,114 was allocated for the initiative to advance the following: College of Business Administration, Master in Urban Studies, Institutional Advancement, and the continuation of the Summer Pipeline Program. The university seeks to develop and enhance selected high quality academic and academic related programs and services expected to lead the institution in fulfilling its mission to achieve recognition for national academic excellence.

College of Business Administration (\$201,281) – Dr. Mostafa Sarhan, Project Coordinator:

These funds were used to support two faculty positions in accounting and computer information systems to address critical areas in preparation for accreditation by the American Association of Colleges and Schools of Business (AACSB) – The formal announcement of the successful achievement of accreditation was made in April 2005 after an extensive five-year review period.

These funds made it possible for all criteria for accreditation to be addressed including an approved mission statement, an implemented curriculum, the required faculty, enhanced library holdings and a student support system. There has been no change in the scope of the project.

Master in Urban Studies (\$141,415) – Dr. Jane M. Gates, Project Coordinator:

The funds were used to continue and strengthen the master's program in Urban Studies by providing half of the salary of the department chair (MPA/Urban Studies) and one full-time faculty position. This program is fully functional with two full-time faculty positions. Part-time faculty are being hired to augment the program even though they are not paid from the HBCU Special Funding Initiative. The curriculum has been completely revised, adding a strong community component and strengthening collaborations with Marine Sciences and the Public Administration master's degree programs. Library holdings for graduate programs have been enhanced. Three students graduated from the program 2004 – 2005. A recruitment plan is in place. There has been no change in the scope of the project.

Institutional Advancement: (\$43,269) – Mr. Larion Williams, Coordinator:

The Director of Development and the Coordinator of Donor Relations and Annual Funds are supported by these funds. The focus is on generating financial support for the core functions of the university. These appointments greatly enhance the ability of this office to focus administrative attention to advanced level fundraising and to attract major gifts. The infrastructure is in place. Appropriate strategies have been identified. Fundraising continues to increase in all categories with particular emphasis given to supporting merit-based scholarships that attract better-prepared students. There has been no change in the scope of this project.

Summer Pipeline Program (\$16,149) – Dr. Joseph H. Silver, Sr. and Dr. George N. Williams, Project Coordinators:

The program seeks to increase the flow of students from K-12 to graduate school. The focus to date has been assisting high school juniors and seniors to transition to college. Funds were used for book allowances, costs associated with classes, compensation for three instructors to teach pipeline courses, and work-study stipends for students during 2004 summer academy. Since the inception of the program in 2001, 95 percent of the students have continued in higher education and over half (56 percent) have enrolled in Savannah State University. The goal is to recruit each

class of seniors to Savannah State University for the fall semester. The program is considered successful if the students are enrolled in college anywhere. The dual role of expanding learning opportunities for students and enhancing the enrollment at Savannah State University has been made possible through the HBCU Special Funding Initiative. There has been no change in the scope of the project.

Through the HBCU Special Funding Initiative, Savannah State University has been able to take several steps forward in establishing and maintaining quality academic programs at the graduate and undergraduate levels that, where possible, have been reviewed externally through accreditation. Continued success is anticipated for the next year of funding. The HBCU Special Funding Initiative has made it possible for Savannah State University to lay a foundation essential for the development of a comparative advantage.

ICAPP® GEORGIA'S INTELLECTUAL CAPITAL PARTNERSHIP PROGRAM

Appropriated: \$4,500,000 (FY97); \$3,214,000 (FY98); \$4,120,357 (FY99); \$4,251,029 (FY00); \$6,840,357 (FY01); \$6,693,502 (FY02); \$4,508,092 (plus ICAPP® Health Professionals Initiative of \$1,530,000) (FY03); \$4,323,882 (plus ICAPP® Health Professionals Initiative of \$1,438,200) (FY04); \$4,004,995 (plus ICAPP® Health Professionals Initiative of \$1,432,133) (FY05); \$3,645,433 (plus ICAPP® Health Professionals Initiative of \$1,628,581) (FY06)

The goals of this initiative are:

- ◆ To attract high-quality jobs and strategic new industry;
- ◆ To support the growth of Georgia's established businesses;
- ◆ To prepare Georgians as knowledge workers to meet the present and emerging needs of business and industry; and
- ◆ To develop active partnerships with business and industry, government, cultural, and social organizations in order to analyze, project, and respond to changing state and regional needs.

Coordinator: **Joy Hymel**, assistant vice chancellor for Economic Development: email address - Joy.Hymel@usg.edu

Initiative Update:

ICAPP® commissioned *The Economic Impact of Georgia's Intellectual Capital Partnership Program* by the Carl Vinson Institute of Government at the **University of Georgia** to measure the economic impact of ICAPP® projects that were funded from 1996 to 2003. Key findings of the study, which was released in March 2004, include:

- ◆ ICAPP® projects funded to date will add \$40 million per year to state government coffers and over \$3 million per year to local government coffers.
- ◆ The return on investment of ICAPP® is estimated to be 12.5 (i.e. every dollar invested by the state returns \$12.50).
- ◆ ICAPP® educated 2,880 Georgians from 1996 to 2003, and generated a total of 6,861 jobs in Georgia through 2005.
- ◆ ICAPP® staff and a team of economic development leaders from each campus help Georgia businesses tap into the University System of Georgia for:
 - ◆ College-educated employees
 - ◆ Access to the latest research
 - ◆ Access to business and operations advice

ICAPP® Advantage

ICAPP® Health Professionals Initiative - Please see "ICAPP® Health Professionals Initiative" section on page 16.

St. Joseph Hospital and University Hospital (Augusta State University) – 12 ICAPP® students graduated with Nursing degrees in May 2005, and another 14 students graduated in December 2005 for a total of 35 graduates in this program, which is now complete.

Doctors' Hospital, St. Joseph Hospital, and University Hospital (Augusta State University) – 13 ICAPP® students are enrolled and on track to graduate in May 2006 (another 2 students who started with this group are repeating a class, and will graduate in May 2007). There are 19 additional students who enrolled in January 2006 and are on track to graduate in December 2006.

Spalding Regional Medical Center and Upson Regional Medical Center (Gordon College) – Nine students graduated with Nursing degrees in May 2005 and another 14 graduated in December 2005. A total of 34 nurses graduated in this program, which is now complete.

Anchor Hospital, Brightmoor Nursing Center, Spalding Regional Medical Center and Upson Regional Medical Center (Gordon College) - 10 students are on track to graduate in May 2006, and an additional 30 LPNs are expected to begin classes in June 2006.

ICAPP® Innovations

University of Georgia College of Pharmacy's Pharmaceutical and Biomedical Regulatory Affairs Graduate Education Program – This program resulted from the findings of an ICAPP®-funded assessment of the workforce needs of Georgia's bioscience industry, and prepares regulatory affairs professionals for employment in industry, government and academia. The curriculum leads to a graduate certificate or, with additional graduate study, an MS in Pharmacy (with an emphasis in regulatory affairs). It is administered by UGA's College of Pharmacy and is housed at the **Gwinnett University Center** (now **Georgia Gwinnett College**). Courses are primarily Web-based, allowing students who are unable to commute to Gwinnett to have access to courses.

Seven students were accepted into this program when it began in January 2005. Another four students were admitted for summer semester 2005 and nine were admitted in fall semester 2005. An additional eight were admitted January 2006. Moreover, three students successfully completed the Graduate Certificate Program at the end of fall semester, 2005. All the students are working professionals and are well-qualified. Almost 75 percent of the students have been employed or are currently employed in the pharmaceutical or biomedical industries and one-third entered the program with an advanced degree. Earning a graduate certificate in regulatory affairs is important to them for future growth and advancement in regulatory science. All are part-time students who continue to work in their current jobs while studying.

NCR Partnership – This partnership is helping to develop a high-tech software development industry in rural south Georgia that will provide well-paying jobs for local residents. NCR donated software valued at \$3.9 million to **Georgia Southern University** and **Georgia Southwestern State University** in a partnership brokered by and partially funded by ICAPP® in October 2002. The universities created enterprises in which students and faculty provide NCR with a cost-effective source for updating the software. The universities receive licensing fees for the redeveloped products. Students gain invaluable real-world experience and learn about technologies beyond those in the traditional curriculum, as well as product development, including standards, documentation, verification and

project planning.

Seventeen people – five full-time and four part-time professional staff members and eight Georgia Southern students – are employed in the software enterprise at Georgia Southern University, in which students and faculty upgrade NCR point of sale (POS) software to sell to retailers. Georgia Southern completed the update of NeighborhoodPOS Release 2.0.0 in July 2004, and it has been installed at Graceland in Memphis, Tennessee, as well as other locations. It soon will be installed at locations in China. The enterprise is working on Release 2.0.1, which will include a new electronic payment option as well as other added functions.

In addition, Georgia Southern has a new contract with the U.S. Customs and Border Patrol and contracts to develop information technology applications for three small businesses in the Statesboro/Savannah area.

The Coastal BETA (Business, Education and Technology Alliance) of coastal Georgia and South Carolina awarded Georgia Southern its 2004 Award for Innovative Use of Technology in Education. The Georgia Southern enterprise received \$42,300 in royalties and revenues from contract work in FY05. Revenue projections for FY06 exceed \$40,000 although this may ramp up quickly as international sales begin to take off. The group has also begun to develop open source software that may eventually be sold using the Red Hat Corporation model.

At Georgia Southwestern State University, nine people (three students, three full-time and three part-time professional staff) are employed to upgrade kiosk software for five commercial projects. Five more proposals have been submitted to companies at their request, including one current client and three new clients. The active projects develop software for:

- ◆ "Instant Advocate" kiosks that give customers access to 66,000 wine reviews by renowned wine expert Robert Parker (kiosks are installed in five Whole Foods Markets, with more projected)
- ◆ Kiosks to be used in the Russian province of Chelyabinsk by citizens to pay their utility bills and administer their accounts
- ◆ Pizza-Ordering and Deli-Ordering kiosks that allow Whole Foods customers to order pizza and deli items when they enter the store, and pick them up when they are finished shopping
- ◆ Self-service kiosks for the purchase of low-cost wireless telephones

These projects generated \$138,000 in revenue in FY05.

Nurse Educator (Georgia College & State University)

– Five students graduated in May 2005 from this accelerated program for registered nurses who are interested in becoming nurse educators. Four graduates are teaching in Georgia, while the fifth is in the U.S. Army and is teaching for the military. Fifteen students are currently enrolled in the program. More online courses are being developed.

The program offers flexibility for registered nurses who have an associate degree up to a masters degree, allowing them to set their own pace to finish the remaining coursework to earn a Master of Science in Nursing with a teaching certification. This flexibility makes it possible for more nurses to become nursing faculty, who can then educate even more nurses. Students may finish coursework in eight semesters instead of the usual 14. This program is designed to offset nursing faculty shortages due to the growing number of nursing faculty nearing retirement or moving into the private sector.

Robins Air Force Base (Macon State College) – There are 63 Robins Air Force Base (RAFB) employees currently enrolled in one of three certificate programs: Process Improvement Management Certificate, Information Technology Certificate, and General Business Management Certificate.

Five RAFB employees have completed the Process Improvement Management Certificate and two RAFB employees have completed the Information Technology Certificate.

These certificate programs help RAFB civilian workforce to move into positions being vacated by retiring employees. Even with the constraints on time available for education programs for RAFB employees during the current wartime mission, top managers on the base see education as a priority and ICAPP® as important to preparing new employee leadership with required management skills.

Georgia Rural Economic Development Center (GREDC) at East Georgia College

– Inaugurated in July 2000, this Center develops, tests, promotes, and implements sound economic strategies to improve the quality of life of rural Georgia, primarily the Tier 1 and Tier 2 rural counties. **Georgia Tech's** Economic Development Institute (EDI) helps the GREDC deliver entrepreneur development assistance to entrepreneurs and rural communities. Since its beginning, GREDC has assisted more than 160 entrepreneurs in 35 counties (creating 435 new jobs), 95 communities and 95 existing industries. Here are two examples of GREDC projects:

The Technology Literacy Center provides public access to computers and basic computer training to help bridge the “digital divide” in rural Georgia. Self-study programs teach typing, how to create a resume, and other job preparation skills. Also 375 people has received 10 hours of instruction on computer basics – Windows, Internet, email and word processing – since the Technology Literacy Center opened in 2002.

The GREDC is conducting a study initiated by the I-16 Development Group, a group of economic developers from six counties along I-16, to study feasibility of an Inland Port to help with the huge volume of containers entering the Port of Savannah. The Ports Authority supports the project and has acted as advisor.

Industrial Engineering Technology at Middle Georgia College

– Middle Georgia College has expanded and enhanced its surveying certificate program to meet the shortage of surveying professionals in Georgia. Currently 149 students are enrolled in on-line surveying courses. At least 40 firms have been started or purchased by Middle Georgia College surveying certificate graduates. More than 250 students have earned certificates.

Georgia Southern University – Georgia Southern collaborates with **Augusta State University, Armstrong Atlantic State University, East Georgia College, Savannah State University** and **Coastal Georgia Community College** to find regional answers to southeast Georgia's economic development needs. The Effingham County Target Market Study conducted in FY04 had the following FY05 results:

- ◆ 100 new jobs;
- ◆ \$30.0 million new plant and equipment; and
- ◆ another 100 projected new jobs and \$40 million in capital investment in FY06.

Another project, the Tailored Retail Marketing Study, has the potential to create 700-800 new jobs. A developer used the study to attract the interest of two major retailers. The estimated capacity of the Greater Statesboro/Bulloch County market area to recapture lost retail dollars is equivalent to 700-800 jobs.

In addition, Georgia Southern conducted economic analyses in support of a One Georgia application that is expected to bring 300-380 new jobs, with the potential for 1,300–1,400 total new jobs.

Measuring USG's Economic Impact – ICAPP® commissions studies to measure the economic impact of USG institutions on their local regions and the state. The original study, which is updated annually, was done by the Selig Center for Economic Growth of the Terry

College of Business at the *University of Georgia* in 2000, covering FY99. The most recent study, released in February 2005, showed that USG's 34 public colleges and universities had an \$9.7 billion annual economic impact on the state of Georgia during FY04. A recent update to this report as part of the Total Impact Task Force project increased this number to \$9.9 billion.

ICAPP® Access

Connecting Georgia's college students and alumni with employers – GeorgiaHIRE is a technology-driven innovation that helps employers find the college-educated talent they need.

Students and alumni from 57 of Georgia's public and private colleges and universities can post their resumes for free on GeorgiaHIRE's online resume database.

During FY05:

- ◆ An average of 11,940 resumes were available for Georgia employers to search at any time;
- ◆ Employers searched 7,486 times, reviewing 100,335 resumes; and
- ◆ More than 900 new employers joined existing active employers.

Between July 1, 2004, and July 1, 2005:

- ◆ 30 percent more employers joined GeorgiaHIRE;
- ◆ Employers conducted 44 percent more resume searches; and
- ◆ Employers reviewed 45 percent more resumes.

ICAPP® Catalog of USG Centers, Institutes and Special Programs – Each week in FY05, an average of more than 150 users searched ICAPP®'s Web-based Catalog of more than 400 USG centers, institutes and special programs. Companies search the Catalog by keywords to find the expertise they need among Georgia's public colleges and universities.

ICAPP® HEALTH PROFESSIONALS INITIATIVE

Appropriated: \$1,530,000 (FY03); \$1,438,200 (FY04); \$1,432,133 (FY05); \$1,628,581 (FY06)

The goal of this initiative is:

- ◆ To leverage Georgia's innovative ICAPP® Advantage program that meets employers' needs for knowledge workers in high demand/low supply by extending its application to stem Georgia's escalating and critical shortfall in healthcare professionals.

Coordinator: **Joy Hymel**, assistant vice chancellor for Economic Development: email address - Joy.Hymel@usg.edu

Initiative Update:

The ICAPP® Health Professionals Initiative is a public/private partnership between Georgia health care providers and the USG. The initiative provides for accelerated, flexible education programs to expedite the preparation of health professionals to address one of Georgia's most critical workforce shortages. The new graduates of the ICAPP® Health Professionals Initiative Phases One and Two are expected to generate an annual payroll of \$45.2 million and an estimated \$2.7 million each year in state income taxes.

Phase Two (FY05 and FY06) – The second phase of this initiative was announced in August 2004. During Phase Two, USG institutions are producing 721 new graduates in nursing, medical technology, imaging and pharmacy. These graduates are guaranteed jobs at 26 Georgia healthcare providers.

The status of ICAPP® Health Professionals Initiative Phase Two is:

- ◆ 32 ICAPP® students graduated from **Abraham Baldwin Agricultural College's** Associate Degree in Nursing program in May 2005. Another 40 ICAPP® students started in June 2005, with a scheduled graduation date of May 2006. More than 150 people applied for these 40 openings in the program. There are currently more than 100 applicants for the program that will begin in June 2006.
- ◆ 26 ICAPP® students graduated from **Armstrong Atlantic State University's** Bachelor of Science Degree in Nursing in December 2005, and 17 ICAPP® students graduated from AASU's medical technology program, also in December 2005. Another 20 ICAPP® students are on track to graduate from AASU's imaging professional program in May 2007.
- ◆ 10 ICAPP® students graduated from **Clayton College & State University's** Bachelor of Science Degree in Nursing program in December 2004 (Phase One program). In the Phase Two program, 33 ICAPP® students are enrolled and expected to graduate in May 2006. Another 40 ICAPP® students began the program in August 2005, and are expected to graduate in May 2007; an additional 48 ICAPP® students entered the program in January 2006, with an anticipated graduation date of December 2007.
- ◆ 60 ICAPP® students are expected to graduate from **Columbus State University's** Bachelor of Science Degree in Nursing program in May 2006. Another 70 ICAPP® students entered the program in Fall 2005, with an expected graduation date of May 2007.
- ◆ 25 ICAPP® students graduated from **Georgia Highlands College's** Associate Degree in Nursing program in May 2005. Another 20 ICAPP® students are on track to graduate in May 2006.
- ◆ 6 ICAPP students graduated from **Georgia Perimeter College's** Associate Degree in Nursing program in December 2005.
- ◆ 31 ICAPP® students graduated from **Georgia State University's** Bachelor of Science in Nursing (BSN) program in December 2005. Another 32 new ICAPP® BSNs will graduate in May 2006, and an additional 24 students began the ICAPP® nursing program in January.
- ◆ 21 ICAPP® students graduated from **Kennesaw State University's** Bachelor of Science Degree in Nursing program in December 2005. An additional 23 ICAPP® students graduated from KSU's Bachelor of Science Degree in Nursing program (in partnership with **Georgia Highlands College**), also in December 2005.

- ◆ 24 ICAPP® students graduated from **Middle Georgia College's** Associate Degree in Nursing program in May 2005.
 - ◆ 25 ICAPP® students are on track to graduate from the **University of Georgia's** Pharmacy Professional Degree (Pharm.D) program (in partnership with **Albany State University**) in May 2008, and an additional 25 ICAPP® students are on track to graduate in May 2009. The ICAPP® program is also encouraging non-ICAPP® students to work as pharmacists in south Georgia after graduation. During the 2003-04 academic year, an additional 10 students completed eight rotations each in southwest Georgia; five of them accepted jobs in this area after graduation. During the 2004-05 academic year, 15 students completed their last year (120 rotations total) in southwest Georgia. Two of them accepted positions in southwest Georgia upon graduation, six pursued residencies, and three accepted positions in southeast Georgia. In addition, a UGA faculty member is developing an elective course to be offered to students at Albany State to introduce pharmacy to the curriculum, with hopes that some of the students will apply to UGA Pharm D program.
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MEDICAL COLLEGE OF GEORGIA: ACHIEVING EXCELLENCE

Appropriated: \$5,000,000 (FY05); \$9,850,000 (FY06)

The goal of this initiative is:

- ◆ To enhance the Medical College of Georgia's research enterprise to support 25 annual faculty hires over the next five years, including "start-up" packages to cover the equipment, laboratory renovations, technical support, and other costs associated with each faculty member's research.

Coordinator: Dr. Daniel W. Rahn, president, Medical College of Georgia: email address – DRAHN@mail.mcg.edu

Initiative Update:

The Mission Related Special Funding Initiative strengthened the cardiovascular, neurological disease and cancer initiatives at the Medical College of Georgia (MCG). Specifically, the strategic funding initiative (SFI) has been essential for ongoing recruitments in these initiatives by providing startup funds to establish research programs of recently recruited physician scientists and PhD investigators. The use of FY05 SFI funding to date is described below.

The cardiovascular initiative:

Dr. Guy Reed, Chief of the Division of Cardiology and GRA Eminent Scholar in Cardiovascular Disease, completed his move from Harvard to Georgia (July, 2004). He has established his laboratory on the campus and begun recruitments in the cardiovascular center of excellence. Dr. Reed currently holds two National Institutes of Health (NIH) grants and additional grant submissions are pending. His expertise in "clot busting drugs" (fibrinolytic agents) and cellular secretory

mechanisms (such as those underlying platelet secretion) is an important stimulus for cardiovascular clinical and translational research on the campus. The areas of Dr. Reed's research synergize with studies on vascular smooth muscle (Dept. of Physiology), endothelial cells (Vascular Biology Center) and environmental/genetic factors in cardiovascular disease (Georgia Prevention Institute), which are already well-established themes on the campus. Funds from the SFI have been used to support the start-up of Dr. Reed's laboratory including specialized facilities for his work (see spreadsheet below). The SFI funds have provided the resources necessary to renovate approximately 10,000 square feet of modern wet laboratory space for Dr. Reed's research group.

In January 2005, **Dr. Robert Sorrentino**, one of the leading cardiac electrophysiologists in the USA, joined the Medical College of Georgia from Duke University Medical center as Professor of Medicine and Director of Arrhythmia Services. His expertise in placement of advanced devices to control cardiac rhythm and his leadership of the Cardiac Electrophysiology Laboratory is a major step forward for our cardiovascular initiative. SFI funding will be used to defray expenses associated with Dr. Sorrentino's start-up costs at MCG.

Several other cardiovascular recruitments are underway: Director of Heart Failure, physician scientist to work in the Cardiac Catheterization Laboratory (one), Heart Failure Program (one), General Cardiology (one) and the Cardiac Electrophysiology Laboratory (one). **Inna P. Gladysheva**, CSC joined the faculty in September 2005 as an Assistant Professor and as a basic scientist. Hiring at least four additional faculty to further the research initiatives of the Section of Cardiology is anticipated. Candidates have been identified and interviews/negotiations are proceeding.

The SFI allocation has also been used to defray expenses associated with physician scientists and PhD investigators as outlined in the original proposal. A description of the progress of these individuals, recently recruited to the MCG campus, is below.

Dr. Adam Bingaman, a young physician scientist of outstanding potential, is setting up his laboratory focusing on transplant biology. He is instilling new energy into MCG's renal and renal/pancreas transplant program. Already, he has implemented new protocols in immunosuppression for transplant recipients (with the goal of reducing toxicity while preventing rejection of the transplanted organ), and is developing outreach efforts throughout the state to identify patients in need of renal transplants. SFI funding has been used to defray start-up expenses of Dr. Bingaman.

Dr. William Paulson, a leader in vascular access for patients with renal failure, has relocated to Augusta and is director of the program in end-stage renal failure. He is working with Dr. Bingaman (above), as well as other members of the renal disease team and has already proven to be an excellent recruit. SFI funding has been used to defray start-up expenses for Dr. Paulson.

Dr. Lin Mei, MCG's GRA Eminent Scholar in Neuroscience recruited from UAB (University of Alabama, Birmingham), arrived on the campus this past August. He has begun meeting with principal investigators in the neurosciences, and has already formed work-groups in different thematic areas. Dr. Mei has assumed leadership of MCG's Developmental Neurobiology Program. Dr. Mei currently holds three NIH awards. He has also initiated recruitments to expand his program. **Dr. Quansheng Du** from the University of Virginia joined the faculty in March 2005. Additionally, **Dr. Huashun Li** from the University of Stanford also joined the faculty in March 2005. Dr. Li has submitted four grant applications to private foundations and is planning to submit four NIH grants this fiscal year. Both of these individuals are experts in neuronal cell differentiation and have outstanding potential as junior faculty members. Dr. Mei has also assumed a key role in planning the nonhuman primate initiative in stroke for the campus. SFI funding has been used to defray start-up expenses for Dr. Mei. These funds will be used to cover the costs associated with his program and related recruitments.

Dr. Wen-Cheng Xiong, recently recruited from the University of Alabama, is an expert in biology of extracellular matrix. Dr. Xiong currently holds two NIH grants. Dr. Xiong has several high profile publications planned in addition to having submitted an NIH RO1 and Center Grant as well as other private agency submissions. Dr. Xiong has also recruited a junior colleague, **Dr. Xingming Shi** from the University of Alabama to work in her program. Dr. Shi joined the faculty in August 2004. SFI funding has been used to defray start-up costs for Drs. Xiong and Shi.

MCG has been fortunate in receiving funds for a minority community clinical oncology program (CCOP) from the National Cancer Institute (NCI). The goal of these grants is to extend the benefits of advances in clinical cancer research to under-represented minority populations. Only institutions who see greater than 40 percent under-represented minority patients are eligible. There are only 13 institutions in the country that have received minority CCOP grants, and MCG is among this group. Participating institutions access NCI-sponsored phase I, II & III trials, as well as preven-

tion and controls trials. The CCOP grant provides partial support for clinical trials infrastructure, but requires institutional support as well. A portion of this year's SFI has been designated to the cancer initiative in support of the minority CCOP. The logic is that the minority CCOP is a key point of entry for MCG to NCI-sponsored trials, and it highlights the medical center's commitment to the under-represented minority populations served. Such a grant will be a strong positive factor in the recruitment of a Cancer Center Director, the key institutional activity in the coming year. In this context, a portion of this year's SFI funds were used to purchase certain "loose" equipment items for the new cancer research center in anticipation of its scheduled completion later this calendar year.

In summary, the SFI for FY05 has been (and is) essential for moving MCG's School of Medicine forward along a trajectory that includes recruitment of outstanding physician scientists to provide world-class care, teaching and investigation at the state's health sciences university. This trajectory emphasizes the core areas of cardiovascular disease, cancer, neurosciences, women's & children's health and diabetes/obesity.

NORTH GEORGIA COLLEGE & STATE UNIVERSITY

Appropriated \$750,000 for FY02-03 with a commitment to raise \$250,000 from private sources; \$705,000 (FY04); \$618,638 (FY05); \$600,079 (FY06)

The goal of this initiative is:

- ◆ To enable North Georgia College & State University to excel in its mission as Georgia's military college and provide leadership training to the students through the following three areas:
 1. Leadership Development:
 - ◆ Provide an interdisciplinary minor in leadership to military and civilian students;
 - ◆ To enrich the preparation of faculty and staff in leadership development; and
 - ◆ To expand the leadership training emphasis in the military to civilian students.
 2. Corps of Cadets Retention and Enhancement:
 - ◆ Create linked classes and a summer transition program to enhance cadet success;
 - ◆ Provide additional activities for cadets to exercise leadership skills; and
 - ◆ Provide additional staff support to the Corps in order to provide more feedback to cadets on their leadership development.
 3. Recruitment and Retention:
 - ◆ Provide more resources to recruit the highest quality cadets;
 - ◆ Provide more visibility to the military program; and
 - ◆ Inform the public of the leadership expertise and interest at North Georgia.

Coordinator: **Dr. David Potter**, president, North Georgia College & State University: e-mail address – dpotter@ngcsu.edu

Initiative Update:

For FY05, spending from the special initiative funding has centered on the following:

- ◆ Conduct of a Leadership Roundtable Summit to help chart the future course of the leadership program;
- ◆ Faculty, staff and student education and training required to expand the leadership program including participation in the American Democracy Project, Greater Expectations, International Leadership Association and Fanning Institute training;
- ◆ Providing faculty support of the leadership minor including a faculty position for service Leadership and positions in each school;
- ◆ Additional military personnel and training support for the Commandant's office, facilitating continued program enhancements in mentorship and administration;
- ◆ Continuation of a highly successful summer transition program and linked classes designed to prepare a cohort of freshman peer mentors, facilitating new cadet transitions;
- ◆ Funding of recruiting activities resulting in an increase in quantity and quality of entering cadets for the 2004-2005 school year;
- ◆ Preparation of a residence hall classroom to support a pilot freshman leadership learning community concept designed to initiate expansion of residence leadership programs;
- ◆ Technological enhancements to support distance learning and teleconferencing including virtual leadership seminars and guest speakers in the Military Leadership Center;
- ◆ Hosting of the Vietnam Memorial Wall in conjunction with other Corps activities;
- ◆ Leadership workshops, guest speakers, student organization grants, and website development;
- ◆ Award of Presidential Leadership Scholarships and other merit and need based scholarships for students volunteering to serve in challenging leadership positions;
- ◆ Military musician leadership scholarships for the Golden Eagle Band;
- ◆ Hosting annual statewide LeaderShape training for students; and
- ◆ Private fund raising efforts yielded more than \$250,000 between FY04 and FY05.

P-16 PARTNERSHIPS

Appropriated: \$300,000 (FY97); \$450,000 (FY98 – includes \$150,000 for P-16 database); \$3,833,209 (FY99 – includes \$150,000 for P-16 database, \$800,000 for advanced academies, \$703,209 for local P-16 councils and program costs, \$2,000,000 for PREP, and \$180,000 in lottery funds); \$3,833,209 (FY00); \$3,963,209 (FY01); \$3,963,209 (FY02); \$3,951,245 (FY03); \$3,622,016 (FY04); \$1,657,733 (FY05); \$1,712,760 FY06

P-16 Partnerships' funds have been used as the state match that enabled Georgia to receive \$51 million in federal funds and \$19 million in private funds since the P-16 Initiative was begun in 1996.

The goals of this initiative are:

The Georgia Pre-School–Post-Secondary Education (P-16) Initiative is designed to reduce systemic problems in public education while increasing academic readiness for post-secondary education of students who are the most vulnerable. It represents the core efforts to increase significantly what is expected of students while helping them raise their aspirations and improve their academic readiness and achievement. There are currently three strands of work within the initiative:

- ◆ Development of P-16 seamless education: aligning expectations, curriculum and assessments for students.
- ◆ Teacher Quality: having a qualified teacher in every Georgia public school classroom.
- ◆ Raising student aspirations and improving academic readiness and achievement at all levels of education, pre-school through college.

Coordinator: **Dr. Jan Kettlewell**, Associate Vice Chancellor for Georgia P-16 Initiatives

Initiative Update:

P-16 INITIATIVES RESULTING FROM THE AFRICAN AMERICAN MALE INITIATIVE:

During FY03, the P-16 Department was a key partner in the University System's African American Male Initiative (AAMI), led by **Arlethia Perry-Johnson**, Associate Vice Chancellor for Media & Publications. Successes in FY03 led to the start of a number of new initiatives in FY04. The AAMI K-12 Pipeline Issues Subcommittee, chaired by Jan Kettlewell, was charged to identify the academic, environmental, societal, financial and other critical issues that impact the number of African American males who graduate from high school "college ready"; and to develop recommendations for increasing the number of African American males who enter and graduate from University System of Georgia institutions. After extensive study and review of the literature and national data, and discussion with experts, the subcommittee identified seven problem areas which included: high dropout rates, low expectations, low student aspirations, teacher quality, and inadequate college planning. Because all of the key findings are interrelated, it was believed that strategies to target only a few of the problems were not likely to be effective, thus a set of integrated strategies were recommended. Four specific recommendations of the AAMI K-12 Pipeline Issues Subcommittee took root within the P-16 Department in FY04 and significant progress has continued in FY05.

Education GO Get It (formerly identified as the Public Engagement Partnership):

Education GO Get It ("GO") launched in February 2005 as a public/private partnership to raise educational aspirations and expectations in Georgia. The goals of the Partnership are to increase high school graduation rates and increase post-secondary (college or technical study) enrollment rates. The GO Partnership's vision to improve Georgia's quality of life is two-fold:

- ◆ Enable and motivate all students in Georgia to reach their potential through education.
- ◆ Increase Georgia's economic prosperity.

More specifically, the GO Partnership pursues three major strategies to raise awareness and create a call-to-action for both students and the Georgia community: a break-through media campaign, grassroots outreach efforts, and partnerships.

Strategy One: Break-through multi-media enabling and motivating students to reach their potential through education. The media strategy is comprised of a combination of traditionally successful communication vehicles and innovative techniques to reach an audience that is faced with a partial information problem: “sure education is a good thing, but what do I do about it.” Standard metrics of success are employed as well as customized accountability reports.

- ◆ GO engages the Georgia Community on education to create a mindset and create action.
 - ◆ The state-wide GO launch on February 18, 2005, was the first in a series of planned events and engaged more than 3.2 million Georgians on education. The launch took place at the Capitol Education Center in Atlanta and unveiled the GO Partnership in a high-impact, press conference style showcase. Featured speakers demonstrated the strength of the GO Partnership and included the chancellor of the University System, the state superintendent of schools, the commissioner of the Department of Technical and Adult Education, a director of IBM who also is a leader of the Georgia Chamber of Commerce, the president of the Georgia Student Finance Commission, and students in the school system. GO television coverage reached more than 1.7 million viewers with broadcasts on nine segments. GO newspaper coverage reached more than 800,000 readers with five launch articles and four subsequent articles (excluding online coverage). Radio coverage reached more than 700,000 listeners.
 - ◆ The community GO launch in Macon on May 17, 2005 reached almost 400,000 Georgians and kicked-off the Bibb County ‘GO Center.’ GO television coverage reached 232,000 viewers with broadcasts on four segments. GO newspaper coverage reached more than 152,000 readers (excluding online coverage).
- ◆ GO sparks action with its comprehensive media campaign. A four-week radio campaign consisting of three spots in English and Spanish aired May 9-30, 2005 reaching more than 800,000 Georgians in GO’s target audience with more than 40 hours of air time. The spots targeted students in grades 6th-10th, delivered inspiring messages to finish high school/pursue additional education, and sparked a call-to-action to visit www.georgiaGO.org or call 866.GO.4.GRAD. The markets included Albany, Atlanta, Augusta, Columbus, Macon, and Savannah. Custom spots have been and will con-

tinue to be shared with GO partners for use in local markets to be aired with partner funding. The radio campaign is complemented by the www.georgiaGO.org web campaign, a word-of-mouth campaign that equips leaders with GO talking points, and a print campaign (in the form of brochures and posters available on-demand).

- ◆ GO leverages public/private partnerships for earned-media and pro-bono work.
 - ◆ GO secured \$35,000 of pro-bono public relations work to orchestrate community engagement efforts.
 - ◆ GO secured \$37,000 of pro-bono web design work to launch www.georgiaGO.org.

Strategy Two: Grassroots outreach programs – initiate local efforts through development and dissemination of readily usable materials, community development training, and co-branding.

- ◆ 140 new GO Centers approved: GO Centers are a grassroots network of education centers in schools and communities across the state of Georgia. The 140 new Centers are throughout the state and serve as distribution outlets for student and parent information, locations for mentoring, and connection points around Georgia to share best-practices.
- ◆ 85 GO Mini-grants awarded: Mini-grants are competitively-awarded partnership grants for community-based organizations to use GO mentoring Kits and launch GO locally. Grant recipients included both single and multi-organization “team” applications.
- ◆ GO Theatre launches in Valdosta: GO Theatre teams are groups of energetic college students who deliver high-impact and original student-developed education sketches that incorporate drama, comedy, music and dance. In May 2005, the Valdosta GO Theatre team kicked-off its first in a series of education performances that incorporate GO Kits and other innovative “near-peer” mentoring techniques.
- ◆ GO conducted more than 50 Community Action Meetings: Engaging the community with grassroots efforts took the shape of training workshops, introductory presentations, conference exhibitions, etc. GO strategically conducted meetings with established statewide agencies, local community groups, and new partnerships to build momentum for GO throughout Georgia.

Strategy Three: Partnering - “the primary ingredient in solving the state’s educational challenges is creating a network of well-informed professionals and interested

citizens who are aware of the long-term cause and solutions to educational problems. Mobilizing this group to collectively develop workable alternatives represents an important step toward improving education in this dynamic state,” (Dr. Douglas Bachtel, University of Georgia).

- ◆ GO's network contains hundreds of partners: In its first year, GO has created a network base that represents a broad range of public and private partners. Primarily community-based organizations, partnerships range from formalized and signed partnership agreements to points of contact/accountability in GO Centers. These partnerships showcase existing work and equip local and statewide leaders with the mentoring and communication tools GO has developed.
- ◆ Six GO scholars recognized: Thanks to GO partners BellSouth, Georgia Power, Georgia Partnership for Excellence in Education, AGL Resources, the PAGE Foundation, and an anonymous donor, six students in grades 6th-12th received \$500.00 scholarships in their 529 Savings Plans. More than 30 middle and high schools participated via www.georgiaGO.org with in-class writing assignments and after-school programs.
- ◆ The Board of Regents' GO Team is complemented by executive and advisory committees: To leverage the work of the core GO staff at the Board of Regents, many leaders have joined forces to serve on steering and advisory teams.
 - ◆ At a multi-state level, GO is an original member of the Southern Regional Education Board's "GO Alliance" of 13 states that develop and share campaign plans, research, and marketing materials to carry key messages to students and their parents.
 - ◆ GO's Executive Committee is comprised of leaders from The University System of Georgia, BellSouth, Communities In Schools, The Department of Technical and Adult Education, Georgia Chamber of Commerce, Georgia Department of Early Care and Learning, Georgia Department of Economic Development, Georgia Department of Education, Georgia Department of Labor, The Georgia Foundation for Independent Colleges, Georgia Partnership for Excellence in Education, Georgia Power, The Georgia Student Finance Commission, The Governor's Office, The Southern Regional Education Board, and The Southwest Georgia Higher Education Coordinating Consortium. These leaders have also agreed to serve on Development, Membership, and Marketing

Subcommittees.

- ◆ GO's Advisory Team is comprised of superintendents, principals, and staff members from The University System of Georgia, Communities In Schools, The Department of Technical and Adult Education, The Georgia Center for Continuing Education, Georgia Department of Early Care and Learning, The Georgia Department of Education, Georgia's Leadership Institute for School Improvement, Georgia Partnership for Excellence in Education, Georgia Power, The Georgia Student Finance Commission, Junior Achievement, and the Southern Regional Education Board.
- ◆ The Georgia Department of Education awarded 25 \$5,000 grants to schools. As part of the grant process, award recipients will create GO Centers, further strengthening the Partnership strategy and providing additional momentum to the GO campaign.

Early College Initiative:

The Bill & Melinda Gates Foundation, with support from the Carnegie Corporation of New York, the Ford Foundation, and the W.K. Kellogg Foundation, is providing funding to establish more than 130 Early College High Schools by 2010. Drawing on lessons learned from the experiences of dual-enrollment programs and small schools, studies of time wasted in the senior year, and existing examples of institutions combining high school and college, the Early College Initiative has established its own distinctive vision and goals to suit the students it is designed to serve. The P-16 Department in the University System of Georgia received \$2 million from the Bill and Melinda Gates Foundation and \$2 million from the Robert W. Woodruff Foundation to develop six Early College sites and to become a state intermediary and national partner in the Gates Early College initiative.

Early College is a new model that blends high school and the first two-years of college for the purpose of finding more successful ways to educate young people through high school and the completion of some form of post-secondary education, so that more will be prepared to contribute to our knowledge-based economy and to improve their quality of life. Early College will be a lifeline to the current generation of high school students, enabling more to graduate from high school and complete at least two years of college, while allowing the Georgia Department of Education and University System of Georgia to study the program as a potential model for changing the educational systems statewide for students aged 14-20.

Goals of Georgia's Early Colleges:

Goal 1: To increase college readiness and college success of high school graduates traditionally underserved in the University System of Georgia.

Goal 2: To develop and test model programs for young people, aged 14 to 20, that get better results, are more coherent, less duplicative, and make possible a shorter time to completion of an associate degree or two years of college.

Goal 3: To study the effectiveness of the Early College model for reducing the high school dropout rate, and for increasing the college admission and college success rates of African American males and Hispanic students, and other traditionally underserved students.

Goal 4: To replicate throughout Georgia the successes of Early Colleges.

There will be six Early College sites in Georgia, one opening in the Fall of 2005, and five more in 2006. Currently, four sites have been selected. Each site will begin with a maximum of 100 ninth graders and add a grade level each year. The maximum number of students in each Early College will be 400.

Selected Sites:

Georgia State University/Atlanta Public Schools

Open: Fall 2005

Model: New school sharing a facility with three other small school designs

Dalton State College/Dalton City Schools

Open: Fall 2006

Model: New school within an existing high school

Clayton College and State University/Clayton County Schools

Open: Fall 2006

Model: New school in its own building.

Columbus State University/Muscogee County Schools

Open: Fall 2006

Model: New school within an existing high school

The second round of the site selection competition began in June 2005 and will conclude with two additional sites being named. The two new sites will be located on a college campus to bring diversity to Georgia's models. Each of the six selected sites will receive a \$450,000 grant to support start-up. Early Colleges will be primarily funded through FTE funding with the dual enrollment portion funded through the Accel grant program.

The School to College Transition Committee, an existing Pre-School-College (P-16) Committee between the Georgia Department of Education and the University System of Georgia, serves as the oversight body for Georgia's Early College Initiative. One of the most important components of the committee is to assist in working out policy issues that arise from blending high school and the first two years of college. This Committee is co-chaired by Stuart Bennett, Chief Deputy State School Superintendent, Georgia Department of Education, and Jan Kettlewell, associate vice chancellor for P-16 Initiatives for the University System.

Gateway to College:

Gateway to College is a nationally recognized education model serving dropout youth developed by Portland Community College (PCC). PCC serves as an intermediary to the Gates Foundation for funding sites. Funding from Portland Community College was awarded to **Georgia Perimeter College** in partnership with DeKalb County Schools in September 2004. To replicate the program, Georgia Perimeter College petitioned DeKalb County Schools to become an alternative charter high school. The charter was granted and the Gateway to College Academy located on the Clarkston campus opened in fall 2005.

The mission of Gateway to College Academy is to recover high school dropouts, ages 16-20, and get them through two-years of college. Gateway will create a window of access for dropouts to find their way back to educational attainment. This mission will be accomplished through offering students the option of completing high school while concurrently receiving credit towards an associate degree in either academic transfer or technical education options. The Gateway Academy will provide an alternative to the stigma of a GED and the hopelessness that many dropouts inevitably feel. Students will be considered college students and have the opportunity to complete their education in a mature, adult environment. Gateway to College will serve those who never dreamed a college education was possible.

Consortium on Cross-Cultural Teaching:

An additional recommendation from the African American Male Initiative concerned the creation of Regents' and State Board of Education requirements for courses in culturally-relevant teaching and cross-cultural understanding. The Consortium became a reality in March 2004. While the work has been carried out in phases, the following are the Consortium's goals: develop a standards-based

endorsement in cross-cultural teaching for teachers and counselors, seek approval of the endorsement from the Professional Standards Commission, design faculty development for USG teacher preparation faculty, and recommend to the Department of Education the cross-cultural endorsement for P-12 staff development.

A number of successes have already been realized through the work or recommendations of the Consortium. The University System of Georgia Educator Preparation Academic Advisory Committee (EPAAC) approved the addition of a cross-cultural course in Area F of the USG Core Curriculum to be required of all students who wish to major in any area of teacher education. Faculty from each of the colleges and universities that prepare teachers are currently working on development of this course. Another major accomplishment is the acquisition of a grant for \$750,000 over three years from the Wachovia Foundation. This grant will be used to increase student achievement of Georgia's two largest ethnic minority groups and students in poverty by providing professional learning to practicing teachers who are working directly with these students. Teachers, who will become trainers, will deliver the modular courses to K-12 teachers at school sites. These courses will be designed to provide practicing teachers with the knowledge, skills, and understandings needed to close the achievement gap between these students and economically-disadvantaged majority students. Based on an evaluation of the program, the Cross-Cultural Consortium intends to recommend adoption of a Cross-Cultural Endorsement to the Georgia Professional Standards Commission.

P-16 INITIATIVES THAT PROMOTE

CONTINUOUS IMPROVEMENT IN EDUCATOR PREPARATION AND EDUCATOR SUCCESS:

Teacher Quality, Quantity, and Diversity:

The University System of Georgia is entering Phase 3 of a three-phase strategy to become the primary provider of the 14,500 high quality teachers needed in Georgia's public schools by 2010.

Phase 3: Double the Number and Double the Diversity of Teachers Prepared by the University System of Georgia:

The goals of Phase 3 are:

1. To double the number of teachers prepared by the University System of Georgia over the next five years.

2. To double the number of minority teachers prepared by the University System of Georgia over the next five years.
3. To partner with the Georgia Committee on Quality Teaching (a grassroots state committee working across agencies to strengthen quality teaching in the public schools) to reduce the attrition of teachers in the public schools.

By 2010, the University System of Georgia will be preparing 7,000 new teachers (up from 3,157 in 2004) and 1,555 teachers of color (up from 601 in 2004). These production targets will be reached through 10 strategies:

1. **Sustained emphasis on quality** – continued implementation of quality improvements put in place during phase 1 and implementation of a new accountability system.
2. **University System teacher production targets** – production targets set and monitored for the System and each institution.
3. **Expanded roles and responsibilities of two-year colleges** – to increase recruitment of teacher candidates and host four-year programs on two-year campuses.
4. **University System Teacher Career Center** – to market programs and connect prospective teachers with University System teacher preparation programs.
5. **Increased emphasis on pre-K teachers** – offer programs for pre-K teachers and clear transfer programs for students from the Department of Technical and Adult Education.
6. **Increased production of P-12 teachers of science and mathematics** – teacher preparation institutions become satellites in the National Science Foundation grant – Partnership for Reform In Science and Mathematics (FY04-FY08).
7. **Expanded pathways through which to become a teacher** – bring to scale lessons learned during Phase 2 to increase the total number of teachers prepared and the number of minority teachers prepared.
8. **On line programs, consortia, and flexible scheduling** – University System institutions collaborate to offer programs when prospective teachers need them, and in the most conducive format, while preserving program quality.

9. **More institutions approved to prepare teachers** – approve **Dalton State College** and **Macon State College** as teacher preparation institutions; increase the number of institutions with teacher preparation missions as required to meet the need.
10. **Reduced attrition of new teachers** – through the partnership represented in the Georgia Committee on Quality Teaching.

Phase 2: The USG Teacher Preparation Recruitment Initiative:

The USG Teacher Preparation Recruitment Initiative seeks to increase the number and diversity of USG-prepared teachers who will teach in high-need school districts by recruiting and preparing second career individuals. In FY03, the University System of Georgia in partnership with **Valdosta State University** was awarded two grants totaling \$4.4 million from the U.S. Department of Education to support increased recruitment into USG teacher preparation institutions. The grants are a five-year Transition to Teaching grant for \$3 million and a three-year Teacher Quality Enhancement Recruitment grant for \$1.4 million. The Initiative, called “Destination: Teaching – Customized Pathways to get you there” initially targets people who want to change careers and move into teaching and is designed to help meet the state’s increasing need for teachers. During FY05, six USG institutions that prepare teachers, four two-year colleges, and 37 high-need school districts served as pilot sites for grant implementation.

Project accomplishments to date include the following:

- ◆ The USG Teacher Career Center (described below) has been established to serve as one-stop shopping for USG teacher preparation programs and to market these programs; the website is: www.destinationteaching.org.
- ◆ 346 teacher candidates have been recruited to teach in high-need schools.
- ◆ Diverse candidates were recruited into teaching; of the 346 program participants, 173, or 50 percent are non-White, compared to 22 percent non-White in the current Georgia teaching force.
- ◆ A total of 158 program participants are currently fully certified teachers teaching in high-need schools; 96 of these participants teach in the high-need subject areas of science or mathematics.
- ◆ Nine new alternative preparation programs, including programs for paraprofessionals, second career candidates, and recent college graduates are currently in progress in six sites.
- ◆ Policy changes have been made to lower System-wide barriers to customizing programs for second career candidates and to encourage all USG institutions to increase the number and diversity of candidates.
- ◆ Program redesign is underway to meet the needs of second career candidates by implementing assessments of candidates’ knowledge, skills and dispositions, lowering barriers to access and completion, and providing enhanced support systems.

The goals of the Teacher Career Center are:

- ◆ To develop and implement a teacher recruitment and marketing plan for the University System.
- ◆ To provide career advisement for individuals seeking to become teachers.
- ◆ To serve as the data and information clearinghouse for Educator Preparation Programs within the University System.
- ◆ The Teacher Career Center has become the “one stop shop” for information regarding all available educator preparation programs offered through USG institutions. Moving beyond solely targeting career changers, the center provides information and resources for a wide variety of individuals interested in teaching based upon their unique background and needs. A large component of the center has been the establishment of the Teacher Career Center website (www.destinationteaching.org) featuring not only program information for each institution, but also information and resources on the teaching profession, pathways to teaching, certification and employment information, and professional development opportunities. The Teacher Career Center website is dedicated to promoting the University System of Georgia as the “provider of choice” when it comes to hiring teachers for Georgia’s schools based largely upon the “Regents’ Guarantee” of the quality of the teachers prepared through USG institutions.
- ◆ Through email and via telephone, the center provides personal career advisement for those interested in the teaching profession. Since its inception in September of 2003, the center has received more than 1,600 calls and emails. The website has attracted a high degree of interest since going public in October of 2004. As of June 2005, the website has had approximately 10,000 unique visitors, 46,000 page views, and more than 500,000 hits.

- ◆ The Teacher Career Center continues to gather information on callers to the Center and visitors to the website, sorted by individual characteristics, perceptions, barriers and concerns. This information is being utilized by USG institutions to help them address unnecessary barriers to admission and program progression.
- ◆ Building upon these accomplishments, the services of the Teacher Career Center will be expanded to:
- ◆ Provide assistance toward meeting production targets by marketing the System's teacher preparation programs, showcasing the data, quality of students and institutions, innovative programs, support programs for beginning teachers, and professional development opportunities.
- ◆ Facilitate connections between interested prospective teachers and all University System teacher preparation programs and two-year colleges.
- ◆ Disseminate and articulate to the general public information on the components of the Double the Number, Double the Diversity Initiative.

Phase 1: Strengthen quality through adoption of the Regents Principles for the Preparation of Teachers (1998), Leaders (2001), and Counselors (2003).

Educator preparation programs have been redesigned in all 15 University System institutions that prepare teachers. The over-all direction is to shift the preparation of educators from a primary focus on "inputs" (i.e., courses, field experience hours) to "results" (i.e., evidence that educators can demonstrate success in increasing student achievement in the schools).

The goals of Phase 1 were:

1. To ensure that every teacher prepared by the University System institutions;
 - ◆ Has deep content knowledge in every subject included on teaching certificate;
 - ◆ Can manage classrooms and can use information technology effectively;
 - ◆ Is accomplished in helping students from diverse groups achieve at high levels.
2. To ensure that every school administrator and school counselor prepared by University System institutions is successful in putting in place in the schools those conditions that support teacher success in improving student learning.
3. To ensure that every classroom teacher who receives a graduate degree from University System institutions is prepared for the option of seeking National Board Certification.
4. To hold colleges of education and colleges of arts and sciences jointly responsible for the quality of teachers prepared.
5. To increase partnerships with public schools for the purposed of improving student learning in the schools, increasing and strengthening field experiences for prospective teachers, continuing professional development of school and university faculty, and improving both the schools and teacher preparation.
6. To collaborate with the Governor's office, Georgia Department of Education, Professional Standards Commission, Office of School Readiness, and Georgia Partnership for Excellence in Education:
 - ◆ To balance teacher supply and demand by subject field and geographic region;
 - ◆ To end out-of-field teaching.
7. To increase the priority given to teacher preparation within University System institutions.

The P-16 Department is using a variety of performance measures to ensure that the University System of Georgia becomes the primary provider of the 14,500 high quality teachers needed in Georgia's public schools by 2010 and meets its goals of 1) strengthening the quality, quantity, and diversity of Georgia's teaching force; and 2) enhancing and improving educator (teacher, leader and counselor) preparation programs. These performance measures include:

- ◆ Percent of teachers prepared by University System institutions who are hired, inducted, and retained after two years by Georgia public school systems;
- ◆ Acquisition of grant and external funding relative to state funds;
- ◆ Number of people participating in P-16 sponsored professional development activities;
- ◆ Percent of University System teacher preparation institutions in the Recruitment pilot that meet their targets for quantity and diversity of teachers;
- ◆ Percent of teacher candidates passing the Praxis II test(s);
- ◆ Percent of instances where institutions receive the highest ratings on their implementation of each component of the Regents' principles for teacher, school leader and counselor preparation;
- ◆ Number of teachers prepared by USG institutions requiring training under the Regents' Guarantee.

The Quality Learning and Teaching Environments Initiative:

The Georgia BellSouth Quality Learning and Teaching Environments (QLTE) Initiative is funded by BellSouth-Georgia and the BellSouth Foundation to enhance the economic prosperity and quality of life of Georgians, their communities, and the state by working collaboratively to build premier learning and teaching environments in Georgia's public schools.

The Initiative will provide Georgia schools with powerful information about what actions are needed at both the local and state levels to establish working conditions that support teachers and enhance the learning of students.

The Initiative is a partnership of the Board of Regents of the University System of Georgia, the Georgia Department of Education, the Governor's Office, and BellSouth and is further supported by the Georgia Committee on Quality Teaching which includes additional partnerships with the State Board of Education, the Professional Standards Commission, the Georgia Partnership for Excellence in Education, Georgia's Leadership Institute for School Improvement, the Governor's Office of School Achievement, Regional Education Service Agencies, the Georgia Department of Early Care and Learning, Washington Mutual, and Georgia Public Policy Foundation.

The key strategies are to:

1. provide school and district specific data on conditions of learning and teaching by pilot testing a working conditions survey;
2. create and implement a process for community-school partnerships to improve conditions of learning and teaching;
3. recommend to business and political leaders policy changes to improve conditions of learning and teaching.

Progress in FY05 includes the following:

- ◆ Ten school districts supported by six community partnerships were selected to pilot the survey, which was administered online in January 2004.
- ◆ There were 7,357 responses to the survey for a response rate of 83 percent.
- ◆ There were more than 2,500 responses to open-ended questions on the survey.
- ◆ Results can be found online at: www.qlte.org
- ◆ Pilot school-community partnerships are meeting regularly as Communities of Learning and Achievement (COLA) to address survey results.

- ◆ BellSouth has funded initial work in the amount of \$120,000 and anticipates additional funding of \$225,000 through FY07.

The Georgia Committee on Quality Teaching:

The Georgia Committee on Quality Teaching (CQT) is an ad hoc group formed to enhance collaboration among state educational agencies and other stakeholders on issues of teaching quality.

Committee members include representatives from the Board of Regents of the University System of Georgia, the Georgia Department of Education, the State Board of Education, the Professional Standards Commission, the Georgia Partnership for Excellence in Education, Georgia's Leadership Institute for School Improvement, the Governor's Office of School Achievement, Regional Education Service Agencies, the Georgia Department of Early Care and Learning, the Georgia Public Policy Foundation, and business leaders.

In addition to these partners, CQT communicates regularly with an extended group of stakeholders, including professional associations, legislators, and civic organizations. CQT has prioritized and is working on six collaborative strategies:

- ◆ Create and utilize technology-driven data analysis for decision making;
- ◆ Set standards and models for distributed leadership in schools;
- ◆ Improve teacher working conditions to support and retain effective teachers;
- ◆ Develop an integrated set of performance standards for teacher preparation, licensure and teacher renewal;
- ◆ Implement strategies to strengthen teacher professionalism;
- ◆ Establish central coordination of communication and enhance public awareness.

Initial meetings designed to develop a strategic action plan and organizational structure have been funded by Washington Mutual in the amount of \$30,000.

Reading Consortium:

A statewide Reading Consortium involving reading faculty from 14 participating University System Institutions, in collaboration with participants from the Department of Education and the Professional Standards Commission, developed a reading endorsement program as professional development for practicing P-12 teachers.

The Center for the USG Reading Consortium provides opportunities for statewide collaboration among professionals. The mission of the Center is to design and promote professional development in literacy instruction for classroom teachers. The Reading Endorsement program is available through a Summer Institute, distance learning models, and on-campus models. Progress to date includes:

- ◆ Numerous national, regional and state presentations at professional conferences;
- ◆ Announced seven recipients of the 2004-2005 Reading Endorsement Teacher Scholar Awards;
- ◆ In 2005 the Consortium-sponsored Teacher-Scholar program received generous publicity from media sources such as newspapers and television news programs statewide.
- ◆ Published seven issues of the *Literacy Lens*, a publication seeking to promote best practices in the classroom;
- ◆ Continued work on the Consortium Website that serves as a resource for teachers in Georgia: <http://msit.gsu.edu/readingconsortium/> ;
- ◆ Delivered courses to more than 3,700 teachers since 1999. Of these teachers, at least 1,061 have completed three courses, making them eligible for the Reading Endorsement.
- ◆ Offered Reading Endorsement courses at 13 of 15 USG teacher preparation institutions.
- ◆ Consortium members continued to evaluate and update their curricula by assessing current courses, examining current research on effective teaching, and recommending revisions and additions. This process will ensure the Reading Endorsement reflects the research-based principles in the No Child Left Behind legislation (phonemic awareness, phonics/decoding, fluency, vocabulary, construction of meaning).
- ◆ From the 2004 Middle School Colloquium discussion came five presentations by Consortium members at the Middle School Conference in February 2005. Further, several articles have been accepted for publication as part of a themed issue in *Becoming*, a refereed official journal of the Georgia Middle School Association.
- ◆ Presented the 2005 Reading Forum. The focus of this meeting changed in 2005. It now includes reading faculty from colleges and universities across the state in an effort to share the state-of-the-art in reading education at each institution, to consider ways in which dialogue and networking

may support faculty, and to build a grass roots commitment to involvement by larger numbers of reading educators in the USG Reading Consortium.

GEORGIA'S LEADERSHIP INSTITUTE FOR SCHOOL IMPROVEMENT

Georgia's Leadership Institute for School Improvement is a partnership of the Board of Regents of the University System of Georgia, the Georgia Department of Education, business leaders, the Georgia Partnership for Excellence in Education, the Georgia Professional Standards Commission, Georgia state government, and K-16 educational leaders.

The Institute began operations in 2001, as a private/public partnership, devoted to the success of Georgia's educational leaders – principals, school superintendents, teacher leaders and district office leaders – in meeting rising expectations for student achievement and school performance.

The Institute focuses on influencing practices and policies in schools, school districts, and state government which impact the effectiveness of school leaders. The Institute works to influence needed changes in how school leaders are recruited, selected, prepared, developed and retained to ensure Georgia has a pipeline of qualified leaders and that all current leaders have the skills required by changes in state and national accountability. The Institute evaluates its effectiveness in helping leaders acquire the needed leadership skills, transfer them into practice, create conditions in which support improved teaching and learning and improve student achievement results.

Leadership Development:

The Institute provides innovative leadership development programs for educational leaders, including assessments, training and coaching designed to increase capability to lead schools to improve student achievement.

The Institute researches and defines best practices of effective school leaders and proven business strategies for improvement that are effective in education. The leadership development program teaches these practices to teams of leaders from school districts across the state, and supports the teams to align and focus the work in their schools to achieve measurable gains in student achievement.

The Institute's "teaching leaders" from schools, school systems and business who have made measurable improvements in their organizations' results model and teach best practices.

- ◆ By March 2006, 1,300 district and school leaders from 90+ districts will complete the Institute's intensive training in leadership of school improvement. Following initial training the participating leaders launch improvement initiatives with teams of teachers and set measurable goals for school improvement. The institute provides follow-up training, coaching, support and resources and monitors the increases in proficiency of the participants in key leadership skills for improvement. The Institute also monitors progress toward student achievement goals over a three-year period.
- ◆ At the district level, 93 percent (14/15) of the reporting districts with measurable year one goals met or exceeded at least one measurable target, and 60 percent (3/5) of the reporting districts with measurable year two goals met or exceeded at least one measurable target (3/5).
- ◆ Studies of schools with one year of implementation following initial training show that 53 percent (37/70) of these schools met the first of three aggressive annual improvement targets. Also, 32 percent (15/47) of schools providing acceptable measurable goals continued an aggressive upward trend and met their second annual goal. The most recent standardized test data (2004 CRCT and HSGT) results shows that:
 - ◆ On 13 achievement tests in grades 4, 6, 8, and 11, a greater percentage of GLISI schools showed gains on 11 achievement tests than non-GLISI schools.
 - ◆ On 9 of 13 achievement tests used to determine AYP, GLISI schools made greater gains than non-GLISI schools.
 - ◆ On the 4th grade CRCT, GLISI schools made gains at a higher rate than non-GLISI schools.
- ◆ During the 2004 school year the Institute is providing in-depth, follow-up training in leadership of classroom assessment practices in 16 districts to 671 district and school leaders and their teachers to accelerate their implementation of the state's new performance standards.
- The Institute is working directly with 252 school district leaders to learn to use new tools from business to monitor, manage, and communicate about performance and improvement.
- The Institute is forming learning communities of school leaders across districts to focus on high school redesign in support of state initiatives and improvement of leadership in elementary, middle and alternative schools. During the past year 427 leaders participated in these learning communities.
- In 2005, 55 leaders participated in a bus trip to Duvall County, Florida to observe that districts' implementation of performance standards and methods for monitoring and managing school improvement. The Institute is supporting development of eight to ten Georgia districts as demonstration sites which have closely adapted the practices modeled in Duvall and taught by the Institute.
- ◆ The Institute trained teams of district leaders to develop strategic community communication plans to engage parents and community leaders in helping their local schools' improve student achievement. The Institute worked with the team of leaders to build a toolkit for communication for use by districts statewide.
- ◆ The Institute, in partnership with IBM and Harvard Business school has trained over 150 district leaders in use of a tool for managing change to accelerate improvement of student achievement.
- ◆ 123 districts have participated in at least one of the Institute's leadership development programs.
- ◆ Participants who attended the training in 2005 rated its effectiveness in preparing them to lead school improvement at 3.63 on a 1 – 4 scale.
- ◆ 100 percent of participants indicate they would refer other leaders in their school system to receive the training, and 89 percent of the school districts with additional leaders request to send their remaining leaders for training. There is currently a waiting list of school districts for participation.
- ◆ 100 percent of school superintendents surveyed following the training agreed that the training and support from the Institute helps their districts learn and focus on best practices and to align their efforts toward specific measurable improvement. 100 percent agreed that the process helps them develop new leaders for their schools, and helps them to challenge and affirm their schools' efforts to focus on teaching all children to succeed at high levels. All surveyed agreed that the process affirms the worth of educators and their leaders, while raising the bar for performance.
- In FY05 alone, GLISI led and/or participated in 234 meetings bringing together state partners and policy-makers from organizations such as the DOE, Governor's Office, Board of Regents, the Professional Standards Commission, RESAs, Universities, School Districts, and the Office of Student Achievement.

Policy and Practice Influence:

In addition to influencing changes in leadership practices through its leadership development program, the Institute has focused on high-leverage changes which affect the pipeline of new leaders and increase the state's ability to retain good leaders who can create conditions and practices of teaching and learning which impact the rate of student success.

- ◆ During the past year the Institute, served as the State Action Educational Leadership Project, of the state, funded by the Wallace Foundation. The project used the results of the Institute's 2003 policy audit and findings of its external review of the eleven public colleges and universities which prepare educational leaders for licensure to launch an improvement initiative with those institutes of higher education, the Board of Regents, the Institute and school districts which are participating in the Institute's leadership development program.
- ◆ In FY04 Design teams from the colleges and universities, the Institute, and K-12 education conducted research on national best practices for identifying and developing new school leaders with the potential and diversity needed to lead their schools. It used the findings to develop a pilot process for preparation for licensure which "taps" teachers with high potential for leadership, gives them training and opportunities to practice their new skills in the school environment and gives them feedback so they can prove their proficiency to lead schools before being presented for licensure. Three universities and five school districts are participating in the pilot program, slated to be expanded across Georgia. The curriculum has been resigned to decrease time to competency and focus on the skills leaders need to meet today's challenges.
- ◆ A research and analysis project in 2002-2003 conducted by the Institute defined eight roles in which teachers and school leaders can improve student achievement. The Institute has worked with institutes of higher education and the school districts in the pilot programs to organize leader preparation programs and continuing professional development to ensure core leadership skills are developed in new and existing leaders, and that teachers with skills which can help their schools improve are engaged in leadership decisions and actions. The Institute is currently conducting curriculum mapping the "Eight Roles of School Leaders" to support the development of the new leadership licensure exam for the state, being developed by the Professional Standards Commission (PSC).

The results of the work will inform the development of new leadership endorsements by the PAS. The work products and lessons learned from the coaching pilot are being shared by the Institute with the State Department of Education to inform and influence development of the state's coaching academy

- Using a grant from the Wachovia Foundation the Institute researched best practices for coaching and supporting teachers through the transition to school leadership roles. The research revealed specific barriers to teachers' practice of high priority leadership tasks during the preparation process. By working with Institutes of Higher Education, current practitioners, leaders and teacher-leaders, the Institute designed a process to provide relevant leadership internships with practice with feedback against clear criteria. The Institute brought together pilot "collaboratives" comprised of school district, regional educational service agencies and universities. The Institute is currently testing the new model and using the results of the study the Institute to develop a training program to prepare performance coaches to work with colleges and their partner school districts to ensure new leaders have practiced critical leadership skills and proven proficiency before being presented for licensure.

An interim study of the Institute's effectiveness was conducted and presented to the Institute's executive committee and reported to the state's Office of Planning and Budgets. The study reports against the leading, or early indicators, that prove the positive impact the Institute is having upon the school districts it trains and supports, the institutes of higher education, and policies and conditions of leadership practice.

Private Financial Support:

During the past year the Institute raised \$1,466,309 in private and in-kind donations to match the state's annual investment of \$863,000. Since 2001, the Institute has attracted over \$6.5 million in private investments from businesses and foundations to provide and accelerate its services to Georgia's educational leaders.

COMPREHENSIVE P-16 INITIATIVES

Partnership for Reform in Science and Mathematics Education (PRISM):

In FY04, Georgia was awarded a \$34.6 million Mathematics Science Partnership (MSP) grant from the National Science Foundation (NSF) to support partner-

ships that are designed to improve student achievement in science and mathematics for P-12 students. As overall student achievement increases, NSF expects MSP projects to reduce significantly the achievement gaps in mathematics and science for students from the various demographic groups. The University System of Georgia (USG), Georgia Department of Education (DOE), universities, colleges, and public school systems in four regions of the state collaboratively developed Georgia's MSP proposal.

Student achievement is at the apex of all PRISM goals and strategies. Combined strategies at regional and state levels are intended to ensure that all P-12 students in schools districts participating in PRISM:

- ◆ are taught science and mathematics by highly qualified and ethnically diverse teachers;
- ◆ successfully complete challenging science and mathematics courses; and
- ◆ develop deep understanding of the major concepts in science and mathematics.

PRISM also seeks to raise public awareness as to the need for all students to complete challenging curricula in science and mathematics; to increase and sustain the number, quality, and diversity of P-12 science and mathematics teachers; to identify best practices in the teaching and learning of science and mathematics and disseminate them statewide; and to increase the responsiveness of science and mathematics faculties in higher education to the needs of schools.

The intended outcomes for PRISM will be achieved locally through four existing regional Pre-School-College (P-16) Councils and at the state level through the USG and DOE. The following P-16 regions were selected to participate in PRISM because they have in place well-established, successful school-university partnerships. Participants are:

- ◆ Metropolitan Atlanta:
 - ◆ Atlanta Public Schools
 - ◆ **Georgia State University**
 - ◆ Center for Education Integrating Science, Mathematics, and Computing – outreach center for K-12 education at the **Georgia Institute of Technology**
- ◆ Northeast Georgia:
 - ◆ Clarke, Jackson, and Oconee County School Systems
 - ◆ **University of Georgia**
 - ◆ **Georgia Perimeter College**

- ◆ East Central Georgia:
 - ◆ Bulloch, Evans, Screven, Candler, Toombs, Vidalia-City and Effingham County School Systems
 - ◆ **Georgia Southern University**
- ◆ Southeast Georgia:
 - ◆ Chatham, Bryan, Camden, and Glynn County School Systems
 - ◆ **Armstrong Atlantic State University**
 - ◆ **Coastal Georgia Community College**

PRISM will impact the 170,000+ students in participating school districts, with great potential to impact the 1.4 million P-12 students in Georgia. PRISM will reach over 10,000 teachers in these four regions and eventually every teacher in Georgia as successful models are scaled up statewide.

As part of the cost-share obligation for PRISM, the University System Office has created PRISM Satellites at 14 institutions that prepare teachers. The goals of the PRISM Partner School Networks are to: enhance and sustain the number, quality, and diversity of P-12 teachers of science and mathematics; enhance, through partnerships among colleges of education, arts and sciences, and partner schools, the content knowledge of P-12 pre- and in-service teachers of science and mathematics and related pedagogical methods and skills; prepare pre- and in-service P-12 teachers of science and mathematics to teach the content of the science and mathematics portions of the new Georgia Performance Standards (GPS) to P-12 students, and have the knowledge and skills to teach in a standards-based environment so as to help all P-12 students reach the GPS; and effectively induct new P-12 teachers of science and mathematics into the practice of teaching.

The National Science Foundation (NSF) conducted its Critical Site Visit of PRISM in June 2005. Critical Site Visits are conducted at the end of the second year of NSF grants and continued funding is predicated on a satisfactory rating by the site visit team. PRISM received the highest over-all rating possible, and thus funding will be continued through FY08.

P-16 Data Mart Project:

In its efforts at improving student achievement and educator preparation, P-16 is interested in identifying those practices and policies that improve student success beyond current levels. P-16 continues to pursue new initiatives with the goal of building a body of proven strategies and methods for use throughout the state to improve education in Georgia. These activities

require data from numerous sources: to target and tailor the initiatives, to follow the progress of the individuals and schools that are included in the initiatives, and to conduct detailed program evaluations.

Initially, P-16 sought to merge data from various state education agencies into relational database tables to address these needs. As years passed, the technology of decision support systems flourished. Now, in the current data-driven culture surrounding the national and state emphasis on accountability, information needs exceeded the capabilities of the original data system. Based on the lessons learned through its earlier operation, P-16 decided to completely revise the data system to improve its accessibility, functionality, and utility.

In response, P-16 began the P-16 Data Mart Project. This project involves developing a series of subject-area data marts designed to address the informational and reporting needs of P-16 and its partners. While the component data marts are designed around the specific subject-area requirements, the data marts are being integrated within the larger data warehouse context to enable analyses that span multiple data marts. With P-16 initiatives as the focus, the intent is to link together the necessary information to meet reporting, research, and evaluation needs.

The purposes of the P-16 Data Mart Project are: 1) to monitor student progress from pre-school through post-secondary education, and eventually, into the labor market; and 2) to provide information to Georgia's educational agencies, institutions, and state and local P-16 councils on the success of various initiatives in improving student learning. The objective of the project is the creation of a decision support system (DSS) – an information system that provides its constituents with easy, meaningful access to data and reporting tools that enable data-driven decision-making.

The P-16 Data Mart Project is developing data systems in several general areas: educator preparation; educator workforce; P-16 student; and P-16 schools. Educator Preparation data marts are designed around the preparation of educators (teachers, counselors, and leaders) by the University System of Georgia. The Educator Workforce data marts provide detailed information on K-12 educators and support staff. The P-16 Student data marts include detailed information on P-16 students necessary to support ongoing P-16 initiatives. Initially, PRISM and Early College requirements will be incorporated within the P-16 Student data marts. The P-16 Schools data marts serve as an integrated reporting vehicle that

contains school-level data on enrollment, educational services, student achievement, school performance, and other related school characteristics. All P-16 data marts are integrated to allow maximal reporting capabilities.

During FY05:

- ◆ Development of the Educator Preparation and Educator Workforce data marts was completed. Five years of longitudinal workforce data were loaded. Loading of institutional educator preparation data began in late summer.
- ◆ Extensive Educator Workforce and Educator Preparation reports have been developed. These reports provide Colleges of Education in USG institutions the ability to follow their program completers into the educator workforce. The reports provide easy access to critical information that institutions need for various reporting purposes, including reports associated with the Regents' Principles for the Preparation of Educators. The Educator Workforce reports provide detailed analyses of teachers and other education professionals. These reports include examinations of teacher retention, attrition, and mobility. The Educator Workforce and Educator Preparation data marts include the data necessary to conduct extensive further analyses.
- ◆ Training for institution users of the Educator Preparation and Educator Workforce data marts took place in late summer. User documentation on the data mart application and on the associated reports is being finalized.
- ◆ Security measures were developed and implemented to ensure protection of data.
- ◆ Initial design of the data models and data structures for the P-16 Student and P-16 School marts have been nearly completed.
- ◆ All relevant data from external sources were obtained for the P-16 Student and P-16 School marts.
- ◆ Pre-requisite data analyses are being conducted to verify the data models and to resolve data quality issues for the P-16 Student and P-16 School marts.

Plans for FY06:

- ◆ Finalize the P-16 Student data marts.
- ◆ Finalize the P-16 Schools data marts.
- ◆ Incorporate data available from the United States Census Bureau into the P-16 data marts.
- ◆ Develop graphical reporting and mapping capabilities to extend the P-16 data mart reports.

SREB DOCTORAL SCHOLARS PROGRAM

Appropriated: \$160,000 (FY03); \$310,400 (FY04); \$272,376 (FY05); no longer funded through Special Funding Initiatives with SREB payment (FY06)

The goal of this initiative is:

- ◆ To provide support for doctoral study to reasonably ensure a diverse faculty in the 34 institutions of the University System of Georgia.

Initiative Update:

The purpose of this program is to increase the number of minority students enrolled in and completing doctoral programs in the University System of Georgia to become college-level faculty in disciplines with the least minority representation (science, mathematics, math or science education, and engineering).

Twenty-one students are currently matriculating in one of the following institutions in the University System of Georgia: **Georgia State University, Georgia Institute of Technology, Medical College of Georgia**, and the **University of Georgia**.



OTHER PROGRAMS

PROTECTING THE STATE'S INVESTMENT: RENOVATION AND REHABILITATION

Appropriated: \$32,756,147 (FY95); \$36,662,323 (FY96); \$38,924,444 (FY97); \$41,124,444 (FY98); \$46,730,826 (FY99); \$50,530,286 (FY00); \$52,106,610 (FY01); \$54,290,521 (FY02); \$31,075,000 (FY03); \$25,000,000 (FY03 Amended); \$20,000,000 (FY04); \$55,000,000 (FY05); \$50,630,000 (FY06)

The goals of this program are:

- ◆ To place higher priority on protecting the state's enormous capital investment in University System of Georgia facilities;
- ◆ To significantly reduce the backlog of needed repair and rehabilitation of facilities System wide; and
- ◆ To address major renovation and infrastructure projects that have gone unfunded.

Update

In FY06, a total of \$50,630,000 from MRR FY06 Funds were allocated for the repair and rehabilitation of facilities systemwide. The summary is as follows:

SUMMARY OF FY06 MAJOR REPAIR AND RENOVATION PROJECTS

Type of Project	# of Projects	# of Campuses	Funds Allocated	%
Structural and Building Envelope Stabilization (Including Roof Replacement and Repair)	25	17	\$ 3,721,217	9%
Utility Replacement and Upgrade	100	31	25,510,487	51%
General Renovations and Rehabilitation	53	25	14,564,663	29%
Regulatory Projects (Life Safety Code Issues; Energy and Environmental Requirements; bADA and Other Regulatory Issues)	58	35	4,673,635	9%
Emergency/Contingency	NA	NA		4%
Total	236		\$50,630,000	

Some of the highlighted projects are: repair exterior wall on Reese Library and renovate exterior Christenberry Fieldhouse, **Augusta State University**; renovate Harmon House, **Atlanta Metropolitan College**; roof repairs and/or replacement at **Georgia Southern University**, **Macon State**, **Medical College of Georgia**, **Middle Georgia College**, **South Georgia** and **University of Georgia**; replace HVAC and electrical system in Aquatics & Recreation Center, **Armstrong State University**; upgrade campus electrical distribution system, **Georgia College and State University**; replace electrical cabling on West Campus, **Savannah State University**; replace chillers and boilers in three buildings, **Fort Valley State University**; replace 20K feeder cables for substation and replace interior feeder components, **Georgia Institute of Technology**; renovate Learning Lab, **Valdosta State University**; renovate Bandy Building, **Dalton State College**; renovate Buildings J and H for classrooms, **Southern Polytechnic State University**; elevator upgrades, asbestos abatement, life/safety campus security lighting projects at various University System institutions.

Addressing structural issues and maintaining the integrity of the building envelope (roof replacement, water-proofing of glazing systems, retooling and pointing masonry, etc.) are paramount in protecting life safety as well as the state's investment in a facility. Due to design standards requiring quality structures with a long-term life expectancy, usually only ad hoc structural concerns are addressed. Progress continues to be made in addressing ongoing roofing issues. The age and number of buildings in the University System means that there is a constant need for reroofing and roof repair.

Other building systems (mechanical, electrical and plumbing etc.) must also be replaced and upgraded over time to keep aging facilities habitable. The usual long-term life expectancy of a building's heating and air conditioning system is 20-30 years. Facilities built during the '60s and '70s are in need of significant system upgrades.

Similarly, space must be generally renovated and upgraded to correspond to programmatic changes in use. Typically when these projects are undertaken, they include upgrading the building systems mentioned above as well.

Finally, evolving and changing code and regulatory influences consistently require the upgrade of facilities to meet current requirements. Campus officials are diligently addressing such regulatory issues as fire alarm systems, sprinkler and fire suppression systems, air quality, lead based paint, mold, and asbestos abatement, security and energy efficiency lighting upgrades, and ADA issues from elevators to restroom compliance and automatic door opener upgrades.

CAPITAL PROJECTS































Appropriated \$82,295,000 (FY96-97); \$146,298,000 (FY98); \$205,250,000 (FY99); \$161,851,903 (FY99 Amended); \$937,551 (FY00); \$148,162,000 (FY00 Amended); \$1,147,208 (FY01); \$206,068,000 (FY01 Amended); \$217,105,000 (FY02 Amended); \$4,750,000 (FY03); \$40,300,000 (FY03 Amended); \$49,225,000 (FY04); \$195,217,000 (FY05); \$49,493,500 FY06

Program Update:











































The General Assembly funded 18 capital projects totaling \$49,493,500 in the FY06 Budget. The General Assembly funded design for four capital projects totaling \$6,195,000 in the FY05 Amended Budget and 14 capital projects totaling \$43,298,500 in the FY06 Budget. Since FY95, the Board of Regents Facilities Office has managed 256 state-funded capital projects budgeted at almost \$2 billion. More than three quarters of these projects are finished and were completed within their respective budgets. Of the remaining projects, 35 are in construction and 27 are in design.

Status of FY95-05 Capital Projects





























KEY: project complete: =  project under construction =  project in design = 

Project	Funding Year	Amount Approp.	Status	Notes	Actual or Estimated Completion
University of Georgia, Comprehensive Animal Facilities	FY93 FY96 FY97	31,150,000 4,672,500 2,590,000			
a. Animal Science Complex (H-28)				complete	Sept. 98
b. Poultry Research Center, Phase II (H-29)				complete	
c. Renovation & Addition to Poultry Diagnostic Research Center (H-30)					June 98
d. Agricultural Services Lab (H-31)					Aug. 97
University of Georgia, Biocontainment Research Center (C-85)	FY94 FY96	8,250,000 1,237,500		bldg. unoccupied per AG contractor claim in AG's office, remediation ongoing	Aug. 02
Georgia Tech, Olympic Village Dorms	FY92 FY94 FY95	25,000,000 59,200,000 8,500,000			
a. Graduate Living Center (G-74)					March 94
b. Undergraduate Residence Hall (G-73)					Sept. 94
c. Eighth Street Apartments (G-89A)					Sept. 95
d. Sixth Street Apartments (G-90)					Feb. 96
e. Center Street Apartments (G-91)					April 95
f. Hemphill Avenue Apartments (G-92)					Sept. 95
g. Fourth Street Houses (G-93)					Jan. 96
h. Housing Renovations					Dec. 96
Georgia State University, Olympic Village Dorms	FY93 FY94	3,500,000 58,000,000			
a. University Apartments (G-88)					March 96
Medical College of Georgia, Children's Medical Center (H-26)	FY94 FY95	4,105,000 42,385,000			March 99
Georgia State University, parking deck	FY96	4,400,000			Aug. 97
Abraham Baldwin Agricultural College, renovation of underground hot water distribution system (H-37)	FY95	1,325,000			Aug. 97
Albany State University, flood recovery/Health & PE facility	FY95 FY97 FEMA Insurance	865,000 7,650,000 64,000,000 53,000,000			Jan. 00
Ga. Southern University, addition to Math, Physics, Psychology Building (H-62)	FY95 FY98	3,000,000 400,000			May 00
Augusta State University, Science Building (H-39)	FY95 FY96	625,000 17,267,250			July 99
Kennesaw State University, Classroom and office building (H-40)	FY95 FY96	565,000 15,709,000			May 99
Georgia Southern University, College of Education Building and site development (H-41)	FY95 FY96 FY97	630,000 17,434,000 3,240,000			July 00
South Georgia College, renovation of Industrial Technology Building	FY95	300,000			June 96
Georgia Perimeter College, North Campus Classroom and office building, parking and site development (H-42)	FY95 FY96	655,000 18,020,500			Oct. 98
Armstrong Atlantic State University, Classroom/Law Enforcement (H-43)	FY95 FY96	325,000 9,941,750			Sept. 97
Kennesaw State University, addition to Student Center (H-54)	FY96	8,000,000			Sept. 99
Georgia State University, Student Center (H-53)	FY96	12,000,000			March 98
Southern Polytechnic State University, dormitory (H-55)	FY96	855,000			Aug. 98
Dalton College, Humanities Building (H-44)	FY97	6,360,000			Dec. 99
Southern Polytechnic State University, Academic Building (H-45)	FY97	13,435,000			June 99
































KEY: project complete: =  project under construction =  project in design = 

Project	Funding Year	Amount Approp.	Status	Notes	Actual or Estimated Completion
Savannah State University, Athletic, Recreation & P.E. Complex (H-47)	FY97	11,800,000			June 00
North Georgia College & State University, renovation of Price Memorial Hall (H-46)	FY97	3,045,000			Aug. 99
Coastal Georgia Community College, renovation of Academic Building (H-66)	FY97	2,210,000			Dec. 98
Floyd College, Classroom/Student Center Facility (H-68)	FY97	4,855,000			Aug. 99
Valdosta State Univ., Biology and Chemistry Building (H-69)	FY97	22,885,000			Nov. 00
South Georgia College, improvements to campus drainage system (H-82)	FY97	1,725,000			June 99
University of Georgia, Brooks Hall Fire renovation	FY97	2,500,000			Dec. 96
Macon State College, Student Services Building (H-83)	FY98	8,757,000			July 00
Georgia Tech, Manufacturing Related Disciplines Complex (H-84)	FY98	27,260,000			Aug. 00
Waycross College, Student Services/P.E. Building (H-85)	FY98	6,060,000			Jan. 00
Clayton College & State University, Music Education Bldg. (H-86)	FY98	4,305,000			Jan. 00
Middle Ga. College, Dublin Center & Walker Hall (H-77 & H-95)	FY98	7,885,000			Sept. 99 & July 00
Columbus State University, Physical Education Facility (H-87)	FY98	13,305,000			Dec. 00
Atlanta Metropolitan College, Student Center (H-88)	FY98	5,815,000			Aug. 00
Georgia Southern Univ., Cont. Ed. & Co-op Ext. Facility (H-51)	FY91 FY95 FY98	15,500,000 2,300,000 3,100,000			Nov. 01
Albany State University, restoration of historic structures	FY98	2,000,000			June 98
Augusta State University, Central Utility Plant Phase II	FY98	4,975,000			Oct. 00
Georgia Perimeter College, complete renovation of Bldg. "C"	FY98	1,100,000			Jan. 99
Georgia College & State Univ., renovation of Herty Hall (H-98)	FY98	4,800,000			Aug. 00
Savannah State University, renovation of Payne Hall	FY98	1,750,000			Jan. 99
UGA, Rock Eagle sewage and water System (J-1)	FY98	1,200,000			June 99
Clayton College & State University, addition to Maintenance Building (J-2)	FY98	655,000			Dec. 00
Darton College, renovation and addition to Math & Science Building (J-3)	FY98	4,965,000			July 00
Kennesaw State University, renovation of Old Science Building for Nursing (H-74)	FY98	3,380,000			Jan. 99
MCG, renovation of Dugas Building for Pediatrics (J-5)	FY98	4,586,000			Dec. 00
Skidaway Institute of Oceanography, ocean vessel (J-6)	FY98	1,700,000			Sept. 01
UGA, retrofit library ventilation system	FY98	4,200,000			March 00
Valdosta State University, Special Education, Speech/Language Building (J-8)	FY98	3,300,000			Nov. 99
East Georgia College, Classroom Learning Resource Center (J-9)	FY98	4,900,000			Feb. 01
UGA, renovation to Food Science & Technology Building	FY98	1,900,000			June 99
UGA, Veterinary Diagnostic Laboratory, Athens	FY98	6,000,000			March 01
UGA, parking deck North Campus	FY98	10,000,000			April 99
UGA, Agricultural Arena	FY98	4,900,000			Sept. 01
UGA, Fanning Facility	FY98 FY99s	21,360 4,000,000			Sept. 02 June 02
Floyd College - Bartow Center (land use planning)	FY98	50,000			N/A
Georgia College & State University - Old Governor's Mansion (building envelope study)	FY98	25,000			N/A
Georgia College & State University, renovate Old Governor's Mansion	FY01s	5,000,000			Feb. 04
East Georgia College - classroom addition & Activity Center	FY98 FY99s FY00s	120,000 4,250,000 250,000			Oct. 02
Augusta State University - Classroom Replacement, Phase 1	FY99	18,195,000			Aug. 02
Georgia State University - Classroom Building	FY99	29,075,000			Aug. 02
Armstrong Atlantic State University - Science Building	FY99	28,000,000			Jan. 02
Gainesville College - Science Building	FY99	8,850,000			Aug. 00









































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Project	Funding Year	Amount Approp.	Status	Notes	Actual or Estimated Completion
State University of West Georgia - Technology Enhanced Learning Center Center	FY99 FY02s	19,350,000 800,000			Dec. 00
Valdosta State University - Odum Library addition	FY99	14,250,000			July 04
Georgia Perimeter College - New Learning Resource Center	FY99	8,685,000			Jan. 02
Fort Valley State University - Health & Physical Education Bldg.	FY99	18,930,000			May 05
Georgia Southern University - Ceramics/Sculpture, II	FY99	1,600,000			Feb. 00
Southern Polytechnic State University - School of Architecture Bldg. expansion	FY99 FY99s FY00s	515,000 11,666,000 1,025,000			Feb. 02
Gordon College - Instructional Complex	FY99 FY99s FY00s	600,000 14,120,000 760,000			Sept. 02
Georgia Tech. - Environmental Sciences & Technology Bldg.	FY99 FY99s FY00s	1,340,000 32,120,000 4,500,000			Aug. 02
North Ga. College & State Univ. - Health & Natural Science Bldg.	FY99 FY99s FY00s	765,000 17,470,000 1,460,000			Feb. 02
University of Georgia - Student Learning Center	FY99 FY99s FY00s	1,710,000 38,415,000 3,900,000			Dec. 02
Clayton College & State Univ. - Univ. Learning Center (I-14)	FY99 FY00s FY01s	930,000 22,300,000 2,845,000			April 03
Kennesaw State University - Visual & Commercial Arts Classroom & Office Building	FY99	4,700,000			March 01
Middle Georgia College - Dillard Science Hall (I-20)	FY99	4,100,000			April 01
Savannah State University - renovation/addition Drew-Griffith Science Building	FY99	4,100,000			July 03
MCG - utilities upgrade - Talmadge Hospital (J-22)	FY99	4,000,000			Dec. 02
Dalton College - Library Building addition & renovation	FY99	4,950,000			March 02
Abraham Baldwin Agricultural College - Environmental Horticulture Building	FY99	3,220,000			March 01
Georgia Southwestern State University - renovation of Crawford Wheatley Hall (I-25)	FY99	2,600,000			Dec. 02
Clayton College & State University - renovation of Lecture Hall to Multimedia Information Center	FY99	1,675,000			Jan. 01
Southern Polytechnic State University - Plant Operations Bldg.	FY99	1,600,000			Dec. 01
Georgia Institute of Technology - North Campus Parking Deck	FY99	10,000,000			Feb. 02
Valdosta State University - Student Recreation Center	FY99	9,750,000			June 02
Columbus State Univ. - Technology & Commerce Center (I-31)	FY99 FY00s FY01s	880,000 14,930,000 1,100,000			Nov. 02
Gwinnett Center - Academic Facility, Phase 1 (I-32)	FY99 FY99s FY00s	880,000 19,755,000 2,000,000			Aug. 02
Georgia Southern University - Science & Nursing Bldg. (I-37)	FY99s FY00s FY01s	985,000 22,890,000 2,030,000			Aug. 03
Coastal Georgia Community College, Camden Center Facility (I-38)	FY99s FY00s FY01s	700,000 16,700,000 950,000			April 03
Coastal Georgia Community College, Camden Center Facility road construction (I-38)	FY01s	450,000			July 03
Georgia College & State University - Russell Library & Technology addition (I-39)	FY99s FY00s FY01s	790,000 18,460,000 1,370,000			July 05










































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Project	Funding Year	Amount Approp.	Status	Notes	Actual or Estimated Completion
Savannah State University - new residence hall (I-40)	FY99s FY00s FY01s	609,000 13,970,000 1,000,000			April 03
Georgia Tech - Research Reactor decommissioning	FY99s	7,026,903		Final NRC inspection-2/02	Feb. 01
UGA, Animal Health & Bio, Resources Phase 1 (I-51)	FY99s FY02s	150,000 4,300,000		Bidding 1/03	May 04
Kennesaw State University - parking decks (I-52)	FY99s	600,000		privatized 6/01	Aug. 02
Georgia College & State University - Central Chiller Plant (I-53)	FY99s FY01s	150,000 4,200,000			July 05
Georgia Perimeter College, renovation of Building "E" (I-54)	FY99s FY00s	125,000 2,900,000			Aug. 02
Georgia Southern University - Fine Arts Phase II (I-55)	FY99s FY01s	170,000 4,500,000			Oct. 02
Kennesaw State University, classroom expansion (I-56)	FY99s FY00s FY01s	150,000 240,000 4,000,000			Oct. 02
Darton College, Academic Services Bldg. renov. & add. (I-57)	FY99s	155,000			Dec. 02
Gainesville College, underground electrical distribution system (I-58)	FY99s FY00s	72,000 1,300,000			March 01
Valdosta State University, renovation of University Center for Support Services (I-59)	FY99s	2,750,000			Sept. 02
Georgia Southern University - expansion of Georgia Coastal Center (I-61)	FY99s	2,340,000			May 03
State Univ. of West Georgia - renovate Adamson Hall (I-62)	FY99s	5,000,000			Feb. 04
UGA - waste site remediation	FY99s	500,000			Sept. 99
UGA/Gov. Traditional Industries Food Science addition (I-63)	FY98s FY99s	187,000 4,200,000			March 03
Georgia Tech/Gov. Traditional Industries, Food Processing Technology Building (I-64)	FY99s FY02s	4,110,000 425,000			March 04
Georgia Tech/Gov Traditional Industries, renovation of School of Textile & Fiber Engineering	FY99s	750,000		equipment funds	Feb. 03
Middle Georgia College - PE Facility, Haynes Hall renovation & stadium lights	FY99s	440,000			March 00
Medical College of Georgia/GRA - expansion of Interdisciplinary Research Center (I-66)	FY99s FY02s	150,000 5,200,000		alternative delivery	Dec. 03
Skidaway Institute of Oceanography/GRA - Technology Development Center	FY99s	100,000		Pre-planning funds only	N/A
Floyd College - building purchase (due diligence \$ in lieu of design funds)	FY99s	7,000		Due-diligence funding only	N/A
Georgia Tech, Manufacturing renov. for Job Development CRT (Advanced Wood Processing Lab)	FY00	512,551			Aug. 00
UGA - renovate 4-H facility @ Rock Eagle	FY00	300,000			April 00
North Ga. College & State Univ., GBI Crime Lab feasibility study	FY00	25,000		pre-planning funds only	Dec. 99
Ga. SW. State Univ. - Student Success/HPER facility (I-44)	FY00 FY00s FY01s	100,000 1,144,000 18,590,000			Jan. 06
Macon State College - Nursing, H.S. & Outreach Complex (I-41)	FY00s FY01s	650,000 15,500,000			Nov. 03
Abraham Baldwin Agricultural College - Agricultural Sciences Building (I-42)	FY00s FY01s	285,000 7,005,000			July 03
Darton College - Physical Education Building (I-43)	FY00s FY01s	729,000 12,340,000			Sept. 03
Kennesaw State Univ. - Classroom & Convocation Center (I-45)	FY00s FY01s	1,425,000 19,000,000			Aug. 05
Augusta State Univ. - Classroom Replacement Phase II (I-81)	FY00s FY01s	1,202,000 18,890,000			Jan. 05
Georgia Tech. - 10th St. Chiller Plant phased expansion (I-82)	FY00s	4,800,000			May 01












































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Project	Funding Year	Amount Approp.	Status	Notes	Actual or Estimated Completion
Medical College of Georgia - Health Sciences Building	FY02s	33,320,000			April 06
Floyd College - Bartow Center (I-87)	FY02s	18,180,000			Aug. 05
UGA - remediation Milledge Ave. site	FY00s	3,400,000			June 02
Georgia State University - renovation of Law Library (I-85)	FY00s	4,400,000			Dec. 02
Middle Georgia College - renovation of Dublin Campus	FY00s	1,200,000			Oct. 03
Middle Georgia College - wellness/dorms classroom planning (I-65)	FY00s FY01s	590,000 5,000,000			Aug. 03
South Georgia College - renovation of classrooms/gym (I-89)	FY00s FY01s	252,000 4,800,000			March 03
Georgia Southern University - College of Information Technology I-86	FY00s FY01s	500,000 33,000,000			July 03
Atlanta Metropolitan College - property acquisition	FY01	370,000			
Atlanta Metropolitan College, campus road & entry improvements (J-21)	FY01s	1,000,000			Dec. 06
Fort Valley State University - O'Neal Veterinary addition (I-94)	FY01 FY01s	180,000 3,000,000			July 05
Augusta State University - rehabilitate golf course	FY01	25,000			June 01
Skidaway Institute of Oceanography - infrastructure upgrades	FY01	69,911			July 00
Georgia Tech - Center for Rehabilitation Technology	FY01	502,279			July 00
Armstrong Atlantic State University, upgrade & expand electrical distribution (J-20)	FY01s	3,000,000			May 03
Georgia State University, Library South brick remediation	FY01s	3,700,000			June 02
Georgia Tech, GTREP, Savannah building	FY01s	5,000,000			July 03
Georgia Tech, Advanced Computing Technology (J-19)	FY01s FY02s	660,000 31,880,000			
Medical College of Georgia, equip and renovate Radiation Therapy Center	FY01s	2,200,000			Dec. 01
North Georgia College & State Univ., Military Leadership Center. (J-26)	FY01s	5,000,000			Dec. 04
University of Georgia,, auditorium at Rural Development Center (J-22)	FY01s	4,900,000			April 05
University of Georgia, Vaccine/Pharmaceutical Development Facility (J-23)	FY01s	10,000,000			Dec. 03
University of Georgia, Paul D. Coverdell building (J-27)	FY01s FY02s	50,000 1,400,000		preplanning only alternative delivery	NA March 06
University of Georgia, Internet portals & infrastructure, Law School	FY01s	3,200,000			Dec. 02
Valdosta State University, renovation of Nevins Hall (J-24)	FY01s FY02s	240,000 4,500,000			June 05
Medical College of Georgia, construction of Athletic Facility	FY01s	250,000			Sept. 01
University of Georgia, expansion of Jekyll Island 4-H Dining Hall	FY01s	300,000			Sept. 02
University of Georgia, Renovate Rock Eagle 4-H Center Auditorium	FY01s	198,000			June 02
Tier 3 Cancer Center at Grady Hospital	FY01s	28,350,341			Jan. 03
Georgia Southern University, Library Addition	FY02s FY04	975,000 20,495,000			Sept. 07
Kennesaw State University, Social Science Building	FY02s	1,235,000			Oct. 06
Georgia Perimeter College, Student Center-Clarkston Campus	FY02s	300,000			Aug. 06
Middle Georgia College, Campus Loop	FY02s	170,000			Jan. 06
University of Georgia, Performing & Visual Arts Center, Phase II	FY02s	200,000			Jan. 07
Clayton College & State University, Central Plant Chiller Replacement	FY02s	4,600,000			June 04
Gainesville College, replacement of HVAC campus wide	FY02s	800,000			June 06
State University of West Georgia, replace west campus electrical system	FY02s	3,500,000			Sept. 04
Fort Valley State University, purchase and improvements of Warner Robins campus	FY02s	4,690,000			March 06
Bainbridge College, River Regional Center (J-15)	FY02s	4,925,000			April 05
Georgia Southwestern State University, renovation of Jackson Hall (J-59)	FY02s	4,500,000			March 04

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Project	Funding Year	Amount Approp.	Status	Notes	Actual or Estimated Completion
Georgia Southwestern State University, physical plant renovation and addition (J-60)					Oct. 05
Macon State College, renovation and addition to Warner Robins facility	FY02s	5,000,000			May 03
Middle Georgia College, renovation of Talmadge Dorm (J-62)	FY02s	4,000,000		alternative delivery	March 04
Middle Georgia College, predesign and facility study at Dublin Campus	FY02s	500,000		predesign funds only	NA
University of Georgia, Special Collections Libraries	FY02s	240,000		completion date contingent on construction funding	Jan. 08
Dalton State College, Continuing Education & Economic Development (J-63)	FY02s	100,000			June 06
Medical College of Georgia, Biotech & Cancer Research Center (J-55)	FY02s	1,400,000		alternative delivery	Sept. 06
East Georgia College, Rural Development & Technology	FY02s	150,000		project vetoed by Gov.	
Georgia Institute of Technology, Coon Building	FY02s	2,000,000			July 03
PE improvements at: Abraham Baldwin Agricultural College, Middle Georgia College, and South Georgia College	FY02s	300,000			Dec. 02
Major Repairs & Renovations Funds	FY02s	31,075,000	varies		June 03
Tift College, purchase campus for Governor's Leadership Institute	FY02s	5,350,000			Oct. 02
Georgia Military College (transferred to DTAE)	FY02s	13,430,000	pass through	contact GMC for status	NA
Yamacraw equipment	FY02s	4,090,000		equipment only	Feb. 03
Georgia Research Alliance	FY02s	23,470,000	NA	pass through	NA
Berrien County, new library construction	FY02s	830,000			Dec. 04
Telfair County, new library construction	FY02s	1,250,000			Dec. 07
Toombs County, new library construction (under Sec. of State)	FY02s	250,000			Feb. 04
Wheeler County, new library construction	FY02s	1,000,000			June 04
Lovejoy County, new library construction	FY02s	1,520,000			June 04
University of Georgia, Biocontainment Lab (C-85)	FY03	15,000,000			Feb. 06
University of Georgia, Coverdell Building (J-27)	FY03s	8,600,000		alternative delivery	May 06
Southern Polytechnic State University, infrastructure and laboratory retrofit (BR-31-0301)	FY03s	2,500,000			April 05
Medical College of Georgia, replacement and upgrade of Boiler Plant (J-55)	FY03s	4,900,000		alternative delivery	Jan. 05
Georgia Southwestern State Univ., rehabilitation of Wheatley Administration Building	FY03s	300,000		design funds only	Nov. 06
Georgia College & State University, Old Governor's Mansion, Phase II (J-13)	FY03s	4,000,000			May 05
Armstrong Atlantic State University, Lane Library code and systems update (BR-61-0301)	FY03s	5,000,000			June 06
University of Georgia, School of Art (Phase III)	FY04	2,500,000			Jan. 07
Medical College of Georgia, Cancer Research Center (Georgia Cancer Coalition) (J-55)	FY04	8,600,000		alternative delivery	Sept. 06
Macon State College, Nursing Health Science & Outreach (I-41), equipment	FY04	1,330,000			March 04
Kennesaw State University, English classroom and office addition	FY04	4,950,000			June 04
Kennesaw State University, classroom and convocation center (I-45) equipment	FY04	348,000			Dec. 04
Georgia State University, School of Art & Design, infrastructure upgrade	FY04	3,500,000		occupancy impacts scheduled	June 06
Georgia Southwestern State University, Student Success/HPER facility (I-44) equipment	FY04	936,000			Jan. 06
Georgia Southern University, Henderson Library addition (J-30)	FY04	22,234,000			Sept. 07
Darton College, Physical Education Building (I-43) equipment	FY04	112,000			Nov. 03
Dalton State College, Continuing Education and Economic Development Center (J-63)	FY04	4,900,000			June 06
Coastal Georgia Community College, Camden Center (I-38) equipment	FY04	275,000			March 04
Augusta State University, classroom replacement, phase 2 (I-81) equipment	FY04	1,640,000			Aug. 04
Abraham Baldwin Agricultural College, Agricultural Sciences Building (I-42) equipment	FY04	400,000			Dec. 03
Burke County Library, new library construction	FY04	2,000,000			Oct. 05
Georgia Perimeter College, Student Center - Clarkston	FY05	7,190,000			Aug. 06
Kennesaw State University, Social Science Building	FY05	26,590,000			Nov. 06
Middle Georgia College, Campus Loop	FY05	16,325,000			Feb. 07
University of Georgia, Performing & Visual Arts Center, Phase II	FY05	35,050,000		alternative delivery	Nov. 07

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Georgia Institute of Technology, Advanced Clean Room Facility	FY05	2,000,000		pre-design funds only	March 08
University of Georgia, Animal Health Research Center	FY05	10,000,000			
Savannah State University, Drew-Griffith Hall renovation	FY05	4,975,000			March 06
Abraham Baldwin Agricultural College, Nursing Education Bldg.	FY05	4,715,000			Feb. 06
Coastal Georgia Community College, Phys. Ed. Bldg. classroom space renovation	FY05	4,790,000			Nov. 06
Georgia Southwestern State University, Wheatley Hall renov.	FY05	4,635,000			Nov. 06
Gainesville College, HVAC replacement, campus-wide	FY05	4,200,000			Feb. 06
Augusta State University, storm/sewer improvements	FY05	4,400,000			Nov. 06
Floyd College, infrastructure improvements	FY05	3,950,000		awaiting bond sale	Feb. 07
Georgia Perimeter College, electrical system upgrade	FY05	3,800,000			June 06
Middle Georgia College, Browning Hall renovation	FY05	5,400,000			Feb. 07
Georgia State University, infrastructure improvements	FY05	5,000,000			March 06
Clayton College & State University, Administration Building	FY05	3,600,000		awaiting bond sale	March 07
Macon State College, Library/Learning Resource Center renov.	FY05	5,000,000			
Columbus State University, Student Success/Leadership Center	FY05	4,500,000		awaiting bond sale	June 07
Bainbridge College, classroom addition	FY05	1,035,000			Sept. 05
Darton College, Academic Services Building	FY05	4,845,000			Feb. 07
East Georgia College, Student Center renovation/expansion	FY05	4,850,000			Feb. 07
Gordon College, Success and Retention Center	FY05	277,000		design funds only	
Gwinnett University Center, Academic Instructional Facility	FY05	5,000,000			May 06
South Georgia College, Science Building	FY05	5,000,000			Dec. 06
State University of West Georgia, infrastructure improvements	FY05	5,000,000			
Savannah State University, Hill Hall renovation	FY05	750,000		design funds only	
Georgia Southern University, Fine Arts Building, Phase III	FY05	5,000,000			May 07
South Bibb County - public library construction	FY05	2,500,000			June 08
Bartow County - public library construction	FY05	840,000			June 08
East Cowetta County - public library construction	FY05	2,000,000			Dec. 07
Forsyth County - public library construction	FY05	2,000,000			Dec. 07
Macon State College, Professional Sciences Center	FY05s	1,060,000		design funds only	
Fort Valley State Univ., Academic Classroom Bldg.	FY05s	795,000		design funds only	
Georgia State Univ., Teaching Laboratory Bldg.	FY05s	2,710,000		design funds only	
University of Georgia, College of Pharmacy	FY05s	1,630,000		design funds only	
Georgia College & State University, Parks Nursing/Health Science Renovation	FY06	1,012,500		design funds only	
University of West Georgia, Health, Wellness and Lifelong Learning Center	FY06	2,696,000		design funds only	
North Georgia College & State University, Library/Technology Center	FY06	2,049,000		design funds only	
Savannah State University, Academic Classroom Bldg.	FY06	1,266,000		design funds only	
Kennesaw State University, Social Sciences Bldg.	FY06	1,573,000		equipment	Nov. 06
Georgia Perimeter College, Student Center, Clarkston	FY06	800,000		equipment	Aug. 06
University of Georgia, Performing and Visual Arts Center, Phase III	FY06	1,522,000			Nov. 07
Medical College of Georgia, update Energy Plant Distribution system	FY06	4,000,000			Feb. 07
Georgia Southern University, Fine Arts Bldg., Phase IV	FY06	5,000,000			May 07
Henry County Library System, McDonough Branch Library	FY06	1,035,000			June 08
Piedmont Regional Library System, Auburn Public Library	FY06	810,000			Dec. 07
Coastal Plain Regional Library, Tifton-Tift Public Library	FY06	1,175,000			March 08
Gilmer County Library	FY06	2,000,000			Dec. 07
Tyrone County Library	FY06	1,270,000			July 07

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